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ABSTRACT

Intended for both librarians and teachers in grades K through 12, this guide presents a framework and some of the strategies and tools needed to build toward a systematic and meaningful library/study skills program for Hawaii's schools. The guide is organized around basic elements of an instructional development model (IDM). Chapters cover collaboration between the librarian and teachers, instructional goals, assessment and evaluation processes and tools, analysis of library/study skills programs, and planning for instructional delivery. The colored sections of the guide include sample lessons and units, assessment/evaluation tools, and school level examples of various kinds. Appendices comprise a discussion and illustration of the IDM, a scope and sequence chart for teaching library/study skills, a sample of the Hawaii English Program (HEP) Library Skills Pretest, and a unit outline for lessons on cause and effect as a critical thinking skill. A list of the librarians, teachers, school administrators, and district and state office members involved in producing field testing and reviewing the guide is provided, as well as a brief list of acronyms and an index. (ESR)

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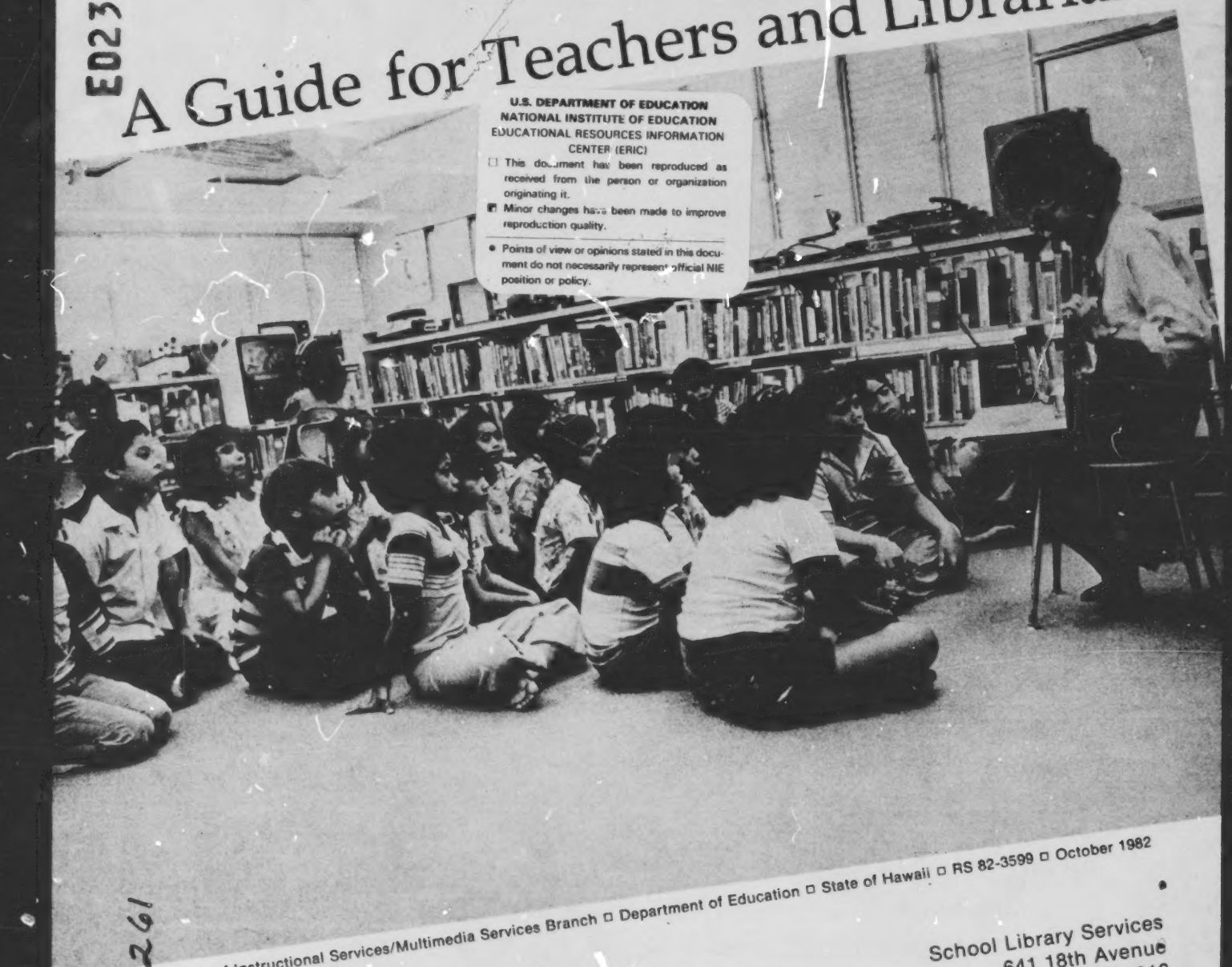
A Guide for Teachers and Librarians



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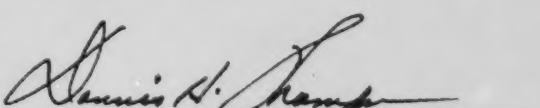
Foreword

One of the primary goals of education is to help students become independent, resourceful users of information resources. This publication provides teachers and librarians with both a systematic process and tools to improve instruction in the area of library/study skills instruction.

The contents of this publication, which are the result of collaboration among librarians, teachers, district and state office members, provide guidelines for making the school library a meaningful and exciting extention of the classroom.



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Introduction

PURPOSE

The major objective of this publication, Library/Study Skills Instruction in Hawaii's Schools: A Guide for Teachers and Librarians, is to provide its users with a framework and some of the strategies and tools needed to build toward a systematic and meaningful library/study skills program. Such a program integrates both student experiences and content and subject area concerns within the existing school program.

AUDIENCE

The guide is intended for both librarians and teachers in grades K through 12. Although certain chapters, such as the one on collaboration, focus on the librarian's role in the school setting, the value of shared goals and responsibilities between teachers and librarians in helping students to become independent learners is emphasized throughout the guide. An underlying assumption is that school administrators provide a vital leadership support component in the instructional improvement process.

RELATION TO PREVIOUS LIBRARY/STUDY SKILLS DOCUMENTS

This guide consolidates and replaces the earlier library/study skills documents. As such, it incorporates major areas from the following documents:

1. Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians (1978)

   The topics, performance expectations, instructional objectives highlighting Foundation Program Objective (FPO IV)--to develop independent and resourceful learners--have been retained from this 1978 guide. They appear in the chapter on "Instructional Goals" in the present guide.

2. Integrating Library Skills Into Content Areas: Sample Units and Lesson-Planning Forms (1979)

   Librarians and teachers who have copies of the 1979 document are advised to place them intact as the last appendix in this new guide.

3. Improving Library/Study Skills Instruction: An Application of the Instructional Development Model (Draft, 1980)

   The principles of change process from the 1980 draft have been incorporated into the chapter on "Collaboration" in the present guide. The content and instructional process concepts have been incorporated into all of the chapters in this volume. Appendix A contains a full explanation of the Instructional Development Model (IDM).

ORGANIZATION

This guide is organized by chapters around the following basic elements of the Instructional Development Model (IDM):

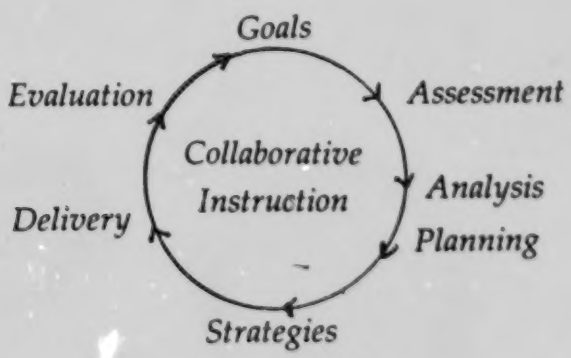
- Collaboration and climate-building strategies
- Instructional goals
- Assessment and evaluation process and tools
- Analysis
- Planning for instructional delivery in the form of sample lessons and units.

USE OF GUIDE

The team of librarians, teachers, and school library specialists who developed this guide felt that there was no single best approach to using the contents of this document. Individual users should start where they perceive the greatest instructional need is in working toward collaborative and integrated instruction at their respective schools.

For example, a user might first choose to turn to the chapter on sample lessons and then work on assessment and analysis in relation to the lessons. Another user might feel a need to start with an examination of instructional goals and collaboration strategies to build a school skills continuum before working in other areas of the improvement cycle.

The important consideration for all users, however, is that the most satisfying learning for students results when attention is ultimately given to each area indicated in the following diagram:



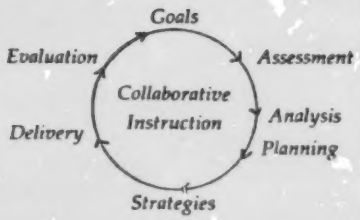
To facilitate use, the colored sections of the guide include sample lessons and units, assessment/evaluation tools, and school level examples of various kinds.

The strategies and tools in this guide provide a practical and sound base for both starting and for maintaining a meaningful library/study skills program in a school. It is hoped that users of the guide will adapt its contents in creative and systematic ways to meet the needs of their own students.

Acronyms Used in This Guide

CBM	Competency Based Measurement
DLTA	Directed Listening Thinking Activity
DOE	Department of Education (Hawaii)
DSTA	Directed Seeing Thinking Activity
EC	Essential Competency
FPO	Foundation Program Objective
HSTEC	Hawaii State Test of Essential Competencies
IDM	Instructional Development Model
IO	Instructional Objective
LET	Language-Experience-Thinking
PATH	Project for Assessing Teaching in Hawaii
PIP English	Pre-Industrial Preparation English
SAT	Stanford Achievement Test
SLS	School Library Services
SPE	Student Performance Expectation

Collaboration



Focus

This chapter includes the following: 1) the essential elements of collaboration, 2) tips for getting started, and 3) school level examples of collaborative planning in action.

Elements of Collaboration

The most exciting and meaningful library instructional program requires open communication between the librarian and teachers and some agreement on the processes of group problem-solving and planning.

Communication that is open and productive necessitates that a librarian (and a teacher) be willing to do the following:

- Capitalize on each other's strengths and talents
- Involve all staff members who will be affected by the decisions reached
- Respect each other's feelings
- Give positive reinforcement
- Listen actively
- Develop mutual trust
- Be receptive to compromises.

These ingredients for effective communication need to be practiced in order for group problem-solving and planning to succeed. The steps in shared planning include the following:

1. Identify a FELT NEED through a library ASSESSMENT PROCESS of student competencies in library/study skills.
2. Examine PRIORITIES that emerge from the assessment and work on clarifying GOALS AND BENEFITS to be gained by planning together to achieve more effective instruction for students.
3. Adopt a PROBLEM-SOLVING team approach to REALISTIC GOAL SETTING AND PLANNING for student instruction.

4. Seek IN-SERVICE TRAINING AND/OR CONSULTATIVE ASSISTANCE as needs arise.

5. Provide for CONTINUAL FEEDBACK AND EVALUATION.

Getting Started

Stating what needs to be done for successful collaboration and actually doing it are two different things. Invariably, the question arises: does collaboration necessarily mean 100% team planning between librarian and teacher on all lessons? Obviously, the answer is no.

The chart on the following pages reflects a range of possible librarian-teacher working relationships. Different situations may call for more teacher input at some points while more librarian involvement may be suitable at other times.

THE KEY IS TO UTILIZE THE TALENTS AND STRENGTHS OF BOTH UNDER THE APPROPRIATE CIRCUMSTANCES FOR MAXIMUM BENEFIT TO BOTH STUDENTS AND STAFF.

LIBRARIAN-TEACHER WORKING RELATIONSHIPS

NOTE: This chart illustrates a range of possible working relationships. No one working pattern is always better than another. Different situations and needs should help decide what would be most effective under varying conditions.

	Teaching Independently	Simple Collaboration	Total Collaboration
What it is	Library/study skills or content planned and implemented in isolation by librarian or by teacher. or Library/study skills and content planned and implemented by librarian alone or by teacher alone.	Librarian finds out what is going on in the classroom to determine the content which s/he can relate to his/her library/study skills instruction. or Teacher chooses content and requests librarian teach related library/study skills.	Content area taken from classroom with library/study skills cooperatively planned and implemented by both librarian and teacher.
Benefits	1. Allows for librarian or teacher to set structure and decide objectives that will be taught. 2. Makes planning and implementation convenient for librarian or teacher since s/he works alone.	1. Helps students learn library/study skills that can be applied to any content area. 2. Leads naturally to application of library/study skills. 3. May conserve time and effort by fulfilling one assignment for teacher and meeting the instructional objectives of the librarian.	1. Helps students learn library/study skills that can be applied to any content area. 2. Leads naturally to systematic application of library/study skills. 3. Conserves time and effort by fulfilling one assignment to meet instructional objectives of teacher and librarian. 4. Utilizes teacher and librarian as teaching resources. 5. Allows for exchange of ideas and teaching responsibilities depending on strengths of teacher-librarian team members. 6. Promotes planned follow-through. 7. Encourages feedback between teacher and librarian. 8. Encourages joint effort in the evaluation of students. 9. Encourages use of greater variety of teaching strategies to help individual students.

LIBRARIAN-TEACHER WORKING RELATIONSHIPS

	Teaching Independently	Simple Collaboration	Total Collaboration
Limitations	1. May provide limited follow through in application of skills. 2. Can result in duplication of lessons by teacher and librarian. 3. May limit choice of skills according to librarian's or teacher's preferences resulting in learning gaps. 4. May provide limited feedback.	1. May limit teacher or librarian from providing input in developing the unit. 2. Requires time for communication between teacher and librarian. 3. Requires special timing of lessons for maximum success.	1. Requires much time initially to team-plan for shared goals, tasks, strategies, etc. 2. Requires time to share and evaluate together throughout the unit.
When Appropriate	1. Used when students can easily integrate skills with content area independently.	1. Used when students are unable to apply library/study skills to content area.	1. Used when student(s) are unable to apply library/study skills to content area.
Procedures	The librarian or teacher: 1. Determines goals. 2. Assesses students' needs. 3. Determines library/study skills to teach by: (a) consulting curriculum guides, (b) observing classroom environment, (c) discussing ongoing activities with students. 4. Plans lessons. 5. Implements lessons. 6. Evaluates lessons. 7. May communicate efforts to teacher/librarian.	The librarian or teacher: 1. Determines goals. 2. Assesses students' needs and learns about classroom units to be covered from teacher. or Assesses students' needs and learns about library skills to be covered from librarian. 3. Determines library/study skills and content area to teach. 4. Plans lessons. 5. Implements lessons. 6. Evaluates lessons. 7. May communicate efforts to teacher/librarian.	Teacher and librarian: 1. Share their goals. 2. Assess students' needs. 3. Discuss library/study skills and content area to teach. 4. Plan lessons together. 5. Implement lessons together. 6. Evaluate lessons together. 7. Evaluate units together.

Tips

. . . on collaboration

The following suggestions were made by various Hawaii elementary and secondary librarians and teachers who have found these "first steps" in cooperative planning helpful for them. Their general advice to all librarians and teachers:

> Don't be afraid to take the initiative; but stack the deck in your favor. Start with people and situations where the odds are on your side to succeed!

- If you are just getting started, consider working closely with one person who is also interested in working with you.

  EXAMPLE: An elementary librarian found her teacher of the gifted and talented students especially eager to team and started with her.

- Start with one department or one grade level that expresses an interest in a closer integration of content area teaching and library skills instruction.

  EXAMPLE: Several secondary librarians concentrated their efforts on their English and social studies departments and teamed on research units.

- Assess your own areas of strengths and interests in terms of subject areas and topics and make the initial links with ongoing classroom instruction in this way.

  EXAMPLE: An elementary librarian who loves cooking worked with her teachers on a nutrition unit; another librarian who enjoys marine science helped develop a unit on Hawaiian sea life with her teachers.

- Hook on to major curriculum emphasis in your school.

  EXAMPLE: An elementary librarian whose school was engaged in writing improvement efforts collaborated with teachers to create a book-making project for all grade levels which resulted in students becoming authors of library books for their school library collection.

- On the secondary level, examine the scope and emphasis in the various required courses and identify a course (and a teacher) that you might be able to approach.

  EXAMPLE: A librarian found that she could team plan and help teach researching skills in connection with an eleventh grade course requirement in the modern history of Hawaii.

- Begin where teachers may feel more comfortable--start with a library service that may eventually lead into some instructional involvement.

  EXAMPLE: A secondary librarian provided various bibliographies on different periods of American history for social studies teachers to use before approaching them with the possibility of her doing some direct instruction on uses of library references in this area.

- If a school is using PATH for staff evaluation, consider the possibilities of exploring with teachers the benefits of helping each other meet complementary objectives through collaborative instruction.

  EXAMPLE: A secondary librarian focused on helping students in career exploration (which is also a possible PATH objective for both librarians and teachers) and collaborated with teachers on a careers unit involving community resource people.

- Hook onto a new program in your school--the teachers in charge usually welcome all the help they can get.

  EXAMPLE: When her school adopted the Anne Adams language arts program, an elementary librarian seized the opportunity to provide needed materials, to circulate book collections, and to teach library lessons on literary appreciation and dictionary skills that supplemented the classroom program.

Examples of Collaboration

The tips suggested in the preceding section are all excellent starting points. What else needs to be done?

The examples of actual school level efforts documented on the following pages reflect the work of librarians who are trying to create ongoing programs in their respective schools that build slowly toward rich, sequential instructional programs for their students.

An elementary, an intermediate, and a high school are represented. These examples are <u>not</u> meant to be construed as <u>the models</u> to follow, but are included to illustrate just three approaches out of the range of possible directions to take in collaboration.

Example 1: Kaelepulu Elementary

GOAL: TO BUILD A COLLABORATIVE TEACHER-LIBRARIAN RELATIONSHIP FOR INTEGRATED INSTRUCTION

Steps taken	*Librarian's comments*
1976-77	
1. Librarian: working alone--requesting small groups from classes for library instruction. Kept teachers informed about library skills taught.	
2. By attending library workshops got to see how other schools were trying librarian-teacher collaboration.	*Workshops provide valuable opportunity to build your own expertise and to trade experiences with other librarians and teachers.*
1977-78	
1. Met an upper grade level teacher who was new to the school and was willing to team. Worked together on one research unit.	*Be willing to really get to know each other (teaching goals, expectations, etc.). Mutual trust and acceptance are vital. Don't be critical of each other's teaching styles--see where you can build on each other's strengths.*
2. Continued working with small groups for other classes.	
Summer, 1978	
1. Attended library workshop with same teacher. Worked together on draft of school library continuum.	*Provided opportunity to evaluate work together during past school year. Doing a continuum forces you to assess where your school might be in terms of library skills instruction.*
1978-79	
1. Showed slide/tape presentation on library skills continuum (DOE guide) then presented draft of school continuum to faculty. [1] (Teacher who had helped with draft was invaluable facilitator with colleagues.)	*Involve everyone who is going to be affected--make them feel that their input counts. Good to share responsibilities and decision making. Having teacher(s) work with other teachers is most powerful form of endorsement.*

[1] See "Process in planning for implementation" on p. 12.

EXAMPLE 1: KAELEPULU ELEMENTARY

Steps taken	*Librarian's comments*
2. Expanded collaborative teaching with a second teacher.	*When teacher and librarian collaborate they will be able to observe each other as they set goals, assess, plan, implement and evaluate. Be sure to keep line of communication open and flowing with continuous feedback.*
3. Librarian and teacher who had first collaborated worked on three units instead of one.	
4. Continued working with small groups but with a focus on having more classes with collaborative teaching. (Small group work was done with classes where students needed help with specific library skills. Teachers would sign up for time, wherever there were openings on library flexible schedule.)	
1979-80	
1. Expanded collaborative teaching by finding more teachers to work with.	*Give positive strokes wherever possible. It's important that teachers see you as supportive "ally" and not as a critical "adversary." Work at a comfortable pace with each teacher.*
2. Inserviced staff in library skills.	
3. Faculty, under principal's leadership, chose PATH objective 1417 ("instruct students in library usage") as focus.	*Administrative support is important. Having a school-wide instructional objective facilitates the implementation of the school library program.*
1980-81	
1. Expanded collaborative teaching to include almost total faculty.	*Collaboration may be a slow process. Be willing to provide suggestions of how library supports classroom instruction by touching bases with teachers whenever possible.* [2]
2. Because some of teachers were able to assume more responsibilities, the librarian was able to work with small groups--mainly for specific skills as needed.	*Be open to "trading off responsibilities" --sometimes you may do more of the teaching; other times, the teacher may take the lead.*
3. Faculty chose PATH objective 1417 as common focus for second year.	*Take time to offer "warm fuzzies" in form of short notes, hallway chats, etc. The minutes invested really pay off!*

[2]See "Planning form" on p. 13.

EXAMPLE 1: KAELEPULU ELEMENTARY

PROCESS IN PLANNING FOR IMPLEMENTATION [3]

1. Orientation to the continuum and the curriculum guide, Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians
   (Develop staff awareness of document)
   October 18 - Principal will receive orientation package
   October 25 - Librarian will be working on planning strategies

2. Assessment (What are we doing at present?)

3. Analysis (Identify gaps)

4. Prioritizing (Staff involvement)

5. Develop an immediate/long range plan (1-5 years)

6. Staff/Librarian role responsibility. (Specific activities)
   Reference: Study Skills Related to Library Use
   Who will do what?

7. K-6 sequence to be assured

8. Operational plan (Evaluate and recycle)

PLANNING TIMETABLE

OCTOBER	NOVEMBER	DECEMBER
Oct. 18 Principal's orientation Oct. 25 Librarian's planning strategies	Nov.____ presentation to teachers Time for discussion, reacting and thinking re: proposed plan	Meet with upper and lower grade levels

JANUARY	FEBRUARY	MARCH
Total staff meeting to review and finalize implementation plan Jan. 30 - implementation plan due to District		

APRIL	MAY	JUNE

[3]The general steps in this implementation plan were provided by the Windward District Office. The librarian, then, operationalized it for her school.

EXAMPLE 1: KAELEPULU ELEMENTARY

PLANNING FORM

Name_____Grade level_____Room No._____

In planning for library/study skills lessons for your class(es), it is most helpful to know what units/topics you will be covering in the subject areas. Students benefit most when skills are integrated with a content area being taught in the classroom.

Lessons in the library may be planned by the librarian with some teacher input and/or planned together with the librarian and teacher sharing equal responsibilities for teaching skills and concepts in a unit.

Please indicate what units/topics you plan to cover during the 3rd and 4th quarter. Please * units/topics where you might like to have a lesson/lessons planned by the librarian to focus on or supplement the unit/topic or to have a lesson/lessons planned by the librarian and the teacher for total integration of library skills and concepts within the unit.

	3rd QUARTER	4th QUARTER
LANGUAGE ARTS		
SOCIAL STUDIES		
SCIENCE		
MATH		
OTHER		

***This form may be filled out individually or as a grade level.

***Please return this form with the updated class list.
Return as soon as possible in February.

Mahalo!

Example 2: Stevenson Intermediate

GOAL: TO DEVELOP AND IMPLEMENT A SCHOOL LIBRARY/STUDY SKILLS CONTINUUM

Steps taken	*Librarian's comments*
1979-80	
1. New principal and librarian discussed study skills guide and school library goals.	*Take the initiative to go in and meet with principal. Support is a mutual thing.*
2. During the first quarter, specialists from School Library Services (SLS) were invited by principal to conduct a 4-hour workshop with librarian during strike. Faculty had opportunities to meet first by departments and then by grade levels. Agenda: overview of guide, questionnaire on gap areas (done by departments); sharing of library materials.[4]	*State specialists provide invaluable support as members of planning team with librarian, principal. It's effective to have faculty hear everyone speaking the "same language." Keep SLS involved; give them feedback so that they can offer assistance where you need it.*
3. Librarian analyzed questionnaire results and shared results with faculty. Discussed next steps with principal.	*Don't be afraid to trust your teachers. They are evaluating the study skills related to library use and not you. Many will empathize with you and join with you in your larger concern--the students. Involve everyone who will be affected by the decisions made. Doing the work in small groups invites more open discussion. Meeting by grade levels was more appropriate than by departments since we were trying to create a school continuum.*
4. During the third quarter, faculty met by grade levels to discuss who would be responsible for which areas. Results: orientation in gr. 7, research skills in gr. 8, reinforcement activities, reference work in gr. 9.	*Group interaction and involvement are crucial for maximum commitment and feeling of ownership toward final results.*
5. Librarian compiled results into draft of continuum. Met with key teachers for further input.	*Having a continuum provides a vital base for communication. Expectations, responsibilities become clearer. Everyone has had a hand in shaping continuum so it becomes "ours" not "yours."*

[4]See "Memo to teachers" on p. 17 and "Assessment tool for building a continuum" on pp. 18-20.

EXAMPLE 2: STEVENSON INTERMEDIATE

Steps taken	*Librarian's comments*
6. Librarian, SLS specialist, graduate library student presented workshop during a Wednesday faculty meeting. Agenda: draft of continuum with invitation to react in writing at a later date, library tour, packet of sample library lessons.	*If this is your first workshop, don't panic! Prepare your teachers in advance (handouts help). Don't pack more into the session than you can realistically handle. Teaming with others to do it really helps.*
1980-81	
1. Continuum draft placed in faculty handbook so that all teachers could use as a guide in planning lessons related to library use.	*As continuum takes hold, word-of-mouth endorsement among teachers (and consequent peer pressure if people are not doing it) is most effective "mover."*
2. Librarian and teachers implemented continuum as opportunities arose.	*Work with those who are willing. Change is slow. Give positive feedback to teachers wherever possible - it's a shot in the arm for those participating, keeping them eager to continue.*
3. Principal asked teachers to include library skills taught as part of course outline required for every course. Librarian got copies.	*Strong principal support is critical to the success of this effort.*
1981-82	
1. Librarian matched course outlines with continuum to see where gaps might exist. Modifications were made to fit student needs - elementary as well as high school level skills were included where necessary.	*Constant informal dialog with teachers, principal are critical to do a realistic assessment. Being an "active listener" comes in handy. Firm, but positive, encouragement really helps.*
2. Principal encouraged teachers to show her student products, especially research papers, in her discussions with teachers.	*Principal also informally conferred with teachers who were having difficulty or were reluctant to incorporate study skills.*
3. Language arts resource teacher, who is freed 3 periods to work on programs, included a simplified research paper unit which was part of gr. 8 and 9 course outlines.	

EXAMPLE 2: STEVENSON INTERMEDIATE

Steps taken	*Librarian's comments*
Future	
1. Librarian will team with language arts resource teacher to work with other departments for input into revision of continuum.	*Seek out individuals who are most willing to work with you when getting initial input. Collaboration is a natural way to get ideas and constructive help.*
2. Librarian plans to share expanded continuum and the results of the course outline work with faculty.	
3. Librarian plans to make assessment an ongoing process by having departments and grade levels: 1) evaluate present continuum after 2 years; 2) re-assess who should teach which skills.	*Continual feedback, evaluation (which don't have to be as elaborate as this) are so important to an improvement effort. A continuum is not static.*

EXAMPLE 2: STEVENSON INTERMEDIATE

MEMO TO TEACHERS

TO: TEACHERS

FROM: V. Bannan

SUBJECT: STUDY SKILLS RELATED TO LIBRARY USE

Right now, we are all teaching some study skills and library use. Each of us is doing it in our own way, feeling as if we are plugging holes, but never succeeding in mending the crack. Anyway, I feel like that. Some students know all of the skills, some students understand some skills, and some students understand and use neither study skills or the library! (You may have noticed this in the students' work.)

This is an information gathering survey only. Then we could see what skills are taught in what subject and what grade. At least we would know what each other is doing. It's embarrassing to admit that even I don't know all of the places and grades these study skills are taught. I feel like some subjects could use reinforcement help, but who? And what can I do?

Over the years, hopefully, this will lead to 1) a guide to what study skills are covered here at Stevenson; 2) what subject/grade level emphasizes a certain skill; and 3) what subject reinforces a certain skill.

Thank you for your time - any comments will be appreciated.

EXAMPLE 2: STEVENSON INTERMEDIATE

ASSESSMENT TOOL FOR BUILDING A CONTINUUM

NOTE: This assessment tool included instructional objectives taken directly from the chart, "Basic Study Skills and Library Use" (DOE, 1978), and was later modified to fit the needs of Stevenson students. Other librarians could use the same technique to create similar assessment instruments.

Already being done (✓)	Not being done (Indicate priority: L-low, M-medium, H-high)	Level of learning being done or needed: I-introduce D-direct teaching R-reinforce	Grade level and/or subject in which this is being taught or should be taught	Grade level: THE STUDENT WILL...
				LIBRARY ORIENTATION...
				1. identify library personnel and describe their major duties
				2. practice library citizenship and courtesy
				3. locate and name the different sections of the library
				4. know and explain sources of materials other than the school library
				5. identify and handle book and audiovisual materials properly
				6. identify, locate, and handle audiovisual equipment properly
				PARTS OF BOOK...
				1. identify, locate, and know the purpose of the introduction, preface, foreword, appendix and apply this knowledge
				2. use various parts of a book in carrying out assignments
				AUDIOVISUAL (AV) RESOURCES...
				1. select AV resources appropriate for a specific piece of equipment
				2. learn to operate AV equipment as appropriate and available
				3. become more discriminating user of AV resources
				4. become a more discriminating selector of the type of AV production needed to effectively present an idea
				5. produce AV materials as related to an assignment

EXAMPLE 2: STEVENSON INTERMEDIATE

ASSESSMENT TOOL FOR BUILDING A CONTINUUM

Already being done (√)	Not being done (Indicate priority: L-low, M-medium, H-high)	Level of learning being done or needed: I-introduce D-direct teaching R-reinforce	Grade level and/or subject in which this is being taught or should be taught	Grade level: THE STUDENT WILL...
				CARD CATALOG, CLASSIFICATION AND ARRANGEMENT...
				1. understand and use the classification system of a particular library to locate major subject areas
				2. use cross-reference cards
				3. find subject headings pertaining to the topic for which information is needed
				4. select a broad subject heading in the card catalog and narrow it to a more specific one
				5. select a very specific subject heading in the card catalog and relate to a general one
				6. use the card catalog to find a variety of resources for information and pleasure
				RESEARCH AND REFERENCE...
				1. demonstrate facility in the use of dictionaries and encyclopedias
				2. discriminate among various kinds of dictionaries and encylopedias and select appropriate one for a particular purpose
				3. use periodicals as a source of current information
				4. recognize and know the purpose of periodical indexes, such as the Readers' Guide to Periodical Literature (RG)
				5. identify, know the purpose of, and locate each of the following features of a periodical index, such as RG: -Key to abbreviations -Parts of the entry -Sub-Headings -Cross-references -"By" and "about" references -Cumulation

EXAMPLE 2: STEVENSON INTERMEDIATE

ASSESSMENT TOOL FOR BUILDING A CONTINUUM

Already being done (√)	Not being done (Indicate priority: L-low, M-medium, H-high)	Level of learning being done or needed: I-introduce	D-direct teaching	R-reinforce	Grade level and/or subject in which this is being taught or should be taught	Grade level: THE STUDENT WILL...
						RESEARCH AND REFERENCE...(continued)
						6. use periodical indexes such as RG by applying knowledge of the special features and key words
						7. use the vertical file
						8. recognize and use special references such as indexes, yearbooks, handbooks, almanacs, gazeteers, and community resources
						9. use appropriate special biographical references
						10. use special reference materials in all subject areas, such as: Social Studies, Mathematics, Science, Language Arts, Health, Guidance, Art, Music, Foreign Languages
						APPRECIATION OF RESOURCES...
						1. be familiar with and distinguish among various types of literature
						2. read, listen, and view for information
						3. read, listen, and view for pleasure
						4. have the opportunity to participate in creative activities related to library resources
						RESEARCH AND REPORTING SKILLS...
						Use basic research techniques to:
						1. select a topic;
						2. locate, collect, evaluate, and organize information from various sources;
						3. obtain a general overview of the topic;
						4. outline;
						5. take notes;
						6. compile a bibliography;
						7. complete the report

Example 3: Castle High

GOAL: TO DEVELOP AND IMPLEMENT A LIBRARY RESEARCH SKILLS PROGRAM WITH ASSISTANCE OF ENGLISH AND SOCIAL STUDIES DEPARTMENTS

Steps taken	*Librarian's comments*
Ongoing activities (prior to as well as since 1978):	
1. Orientation for all gr. 9 and new gr. 10 students, new teachers. [5]	*Extend an invitation to all new teachers. If possible, one-on-one orientation is most effective with them. Good idea to put out an open invitation to all teachers--some may want to get "reacquainted" with the library.*
2. Library skills instruction on request to both small and large groups in library or in classroom.	
3. Close work with social studies teachers.	*Initial request came from a teacher for help in teaching students research skills.*
4. Increasing use of library by other departments (e.g., business, home economics, guidance, etc.).	
5. Attendance at English and social studies department meetings by librarians.	*Don't be shy about asking to be invited.*
6. Purchase of materials to help teach library research skills.	*Focus only on what you really need to buy. Sometimes, librarian-made transparencies, handouts will do an equally effective job as costly commercial items.*
1978-79	
Focus 1: assessment	
1. Teachers' observation, especially from social studies department, regarding student work in researching skills.	*Librarian will have to take the initiative. Start with data already on hand to formulate assessment (e.g., HSTEC scores, SAT scores, etc.)*

[5] See "Orientation invitation" on p. 25.

EXAMPLE 3: CASTLE HIGH

Steps taken	*Librarian's comments*
2. Librarian observation of student performance in library.	
3. Review of library study skills guide.	
4. Review of student performance expectations for library skills, English, social studies.	*SPEs, HSTEC scores really help to underscore need.*
5. Review of HSTEC scores for essential competency #10 (uses resources for independent learning).	
6. Meeting with language arts resource teacher to discuss needs, plan next steps.	*LARTs are excellent people to tap for ideas, resources, statistical data.*
7. Principal input, approval.	*Administrative support is so critical. Be sure to communicate what your goals are and understand that a principal has to look at library needs in light of priorities for entire school.*
Focus 2: orientation	
1. Two-day library skills presentation for all department chairpersons, plus English and social studies teachers.	*Be sure to inform and utilize school leadership group. Important to have meeting in a relaxed atmosphere. Refreshments help!*
Day 1: showed slide/tape presentation prepared by School Library Services, shared copies of student PEs for library skills and HSTEC results for EC #10; shared some of results of Hawaii Educational Assessment Reading Report.[6]	*You have to make the need evident--link up library skills with SPEs, HSTEC, departmental expectations, etc.*
Day 2: in follow-up dialogue with English, social studies teachers, agreement reached to continue library orientation program, to have school-wide term paper format, to have gr. 9 English and social studies teachers coordinate teaching of research skills.	*Good to start with small group that you feel comfortable with and that has expressed some interest.*

[6]See "HSTEC - Essential competencies for graduation" on p. 26 and "Results from Hawaii Educational Assessment Reading Report" on pp. 27-29.

EXAMPLE 3: CASTLE HIGH

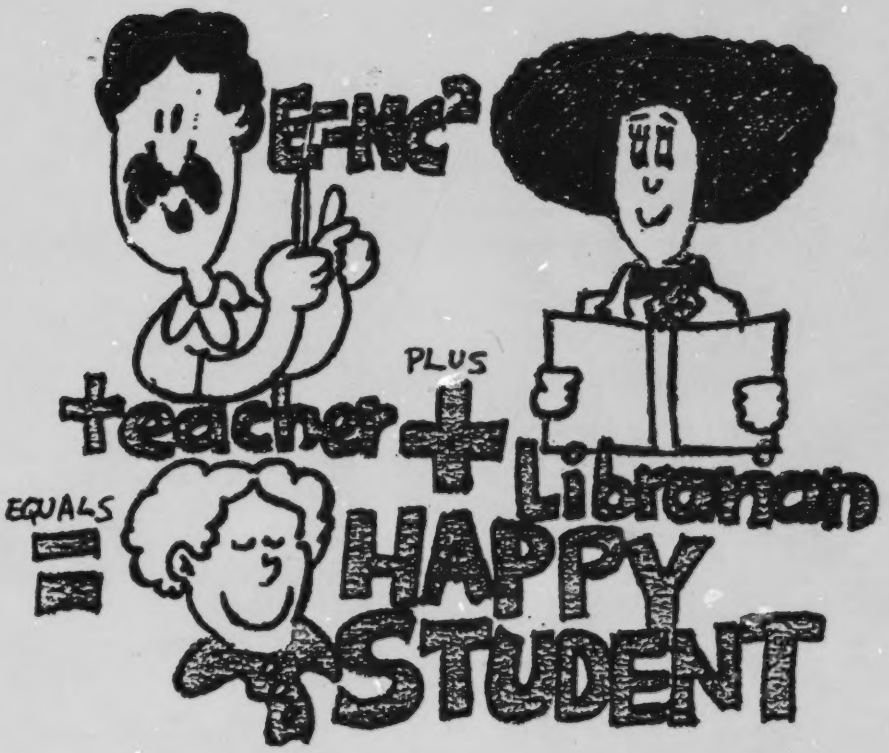
Steps taken	*Librarian's comments*
Focus 3: coordination of research skills instruction	
1. Revised and expanded research paper guide to meet change in curriculum.	*Added section on footnotes to meet upper level needs. For the model, select a research topic that will be useful to subject areas you plan to work with (e.g., used mythology since librarians were going to collaborate with English and social studies teachers).*
2. Encouraged all departments to include library research assignments as part of regular curriculum.	*Involve school leadership group.*
3. Started work on type and amount of coordination to be done by upper level social studies and English classes.	*Process will be slow--may need to make modest start with one or two teachers.*
1979-80	
1. Publicized availability of revised edition of library's "How to Write a Research Paper."	*For maximum use, make individual copies and classroom sets available to teachers. A corresponding set of transparencies that a teacher might borrow is also helpful.*
2. Provided instruction in library use for HSTEC, gifted/talented, PIP English, social studies, health, art, business classes.	*Take advantage of needs as they surface. Realistic lesson planning may involve such practical considerations as tight teacher schedules, quick one-shot lessons, etc.*
3. Developed transparencies on how to request a magazine and how to use Readers' Guide.	
4. Went to several social studies classes to conduct more in-depth instruction on research writing.	
5. Continued to do one-to-one teaching as students came in to do research for classwork.	

EXAMPLE 3: CASTLE HIGH

Steps taken	*Librarian's comments*
1980-81	
1. Services were maintained at status quo level--major emphasis this year was on school accreditation. (Librarian co-chaired Accreditation Comm.).	
1981-82	
1. Began joint collaboration on report writing with one gr. 9 English and one gr. 9 social studies teacher.	*From start, team members must agree on focus of paper, skills to be taught, standard outlining format, library scheduling of students.* *Be sure to allow sufficient time for each phase of assignment.* *Provide mechanism for continuous communication among team members regarding student progress.* *Student check sheet might be helpful.*
2. Expand report writing instruction to work with teachers on another grade level.	*LART can help identify teachers who may be willing and ready to team with librarians.*

EXAMPLE 3: CASTLE HIGH

ORIENTATION INVITATION [7]



LET'S GET TOGETHER . . .

You're invited to come to the Library during your prep period or during administration period to have a cup of coffee, to meet our staff, and to become acquainted with our facilities and services.

We'll be looking forward to seeing you!

----------Detach and place in Library box----------

P.S. As the saying goes..."if we know when you're coming we'll bake a cake"

I'll be in during _____ Period on _____.
date

_____
name

[7]Adapted from handout published by Office of Library Services, Hawaii.

HSTEC - ESSENTIAL COMPETENCIES FOR GRADUATION

10. USE RESOURCES FOR INDEPENDENT LEARNING. THESE RESOURCES INCLUDE THE LIBRARY, INFORMED PERSONS, AND PUBLIC AND PRIVATE AGENCIES.

CASTLE STUDENTS' RESULTS:

Grade 9: __ failures out of __
(almost __%)

Grade 11: __ failures out of __
(almost __%)

EXAMPLE 3: CASTLE HIGH

RESULTS FROM HAWAII EDUCATIONAL ASSESSMENT READING REPORT

XVIII. Results and Findings: Grade 11, Performance Indicator 3. "Locates and Uses Reading Resources Effectively"

Task Reflected in the Assessment Items

The assessment items analyzed for this Performance Indicator reflect the following task demands:

1. Knowing the card catalog--classification system, author, letter determination, subject matter, determining all numbers, title, and alphabetizing.

2. Using the table of contents.

3. Using the television guide to determine length of program, rerun and time.

4. Using the glossary--function, location.

5. Using the index to determine page.

6. Knowing how fictional works are arranged on the library shelves.

7. Knowing the definition of fiction.

8. Using the newspaper--locating a type of article.

9. Knowing what an autobiography is.

The content area drawn upon for the test item is primarily social studies (38%). Other areas tested are general topics, reference skills, science, and literature.

Analysis

The state mean for Grade 11, Indicator 3, is 70.69%, a high mean P-score. Only six items are below the 50% P-score level. These items comprise only 15% of the total number of items. This 15% group was used in the analysis to identify need for improvement. The scores in this group range from 30.5% to 50.3%. The scores in the top 40% group range from 76.5% to 95.8%.

Items on which the students did well are:

1. Using the table of contents to find pages, listings, contents, and locations.

2. Using the index to find page number and location of topics.

3. Using the television guide to determine the time of given program and overlapping programs.

EXAMPLE 3: CASTLE HIGH

RESULTS FROM HAWAII EDUCATIONAL ASSESSMENT READING REPORT

4. Knowing about the glossary, location and definition.

5. Using the card catalog to determine author and title.

6. Knowing the term "autobiography."

7. Knowing which section a particular article might be found in the newspaper.

In the bottom 15% group, the following items were included:

1. Knowing parts of the card catalog:

   a. call number
   b. title card
   c. fiction or non-fiction books
   d. alphabetizing of cards

2. Knowing how fiction books are arranged on library shelves:

   a. alphabetically by author's last name

3. Applying the definition of non-fiction and fiction.

4. Knowing sources of information by type or writing forms (essay).

The students did very well overall. Many of the tasks (44%) are actual applications of knowledge or skills. In contrast, only 17% of the tasks in the bottom 40% group required application.

Social studies content was used 44% of the time in the bottom 20% group. Only 14% were social studies items in the top 40% group.

The students did not do well in specialized sources of information such as the thesaurus, almanac, Reader's Guide, and atlas.

LET Considerations:

The students did well when the language level was low, the topics concrete and applicable to familiar situations, and recall and recognition thinking levels were required.

The students did not do well when the tasks were outside their immediate knowledge and experience.

EXAMPLE 3: CASTLE HIGH

RESULTS FROM HAWAII EDUCATIONAL ASSESSMENT READING REPORT

What the Data Show

The data show that all teachers should reinforce skills necessary to make effective use of a variety of sources of information, such as the card catalog, the Reader's Guide, atlas, almanac and thesaurus. In addition, the data show that greater use of the library should be encouraged to enable students to acquire greater familiarity with how books are arranged on library shelves.

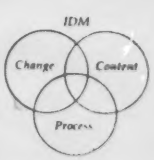
Summary

Building a climate of support and collaboration for an integrated library study skills program can take many forms and involve a range of staff members from a single teacher and librarian to a total school faculty.

THERE IS NO ONE BEST WAY TO ACHIEVE COLLABORATION.

Personalities and individual working styles are critical keys to what will succeed in different situations. The important thing is to make a start and to build slowly from a sure base.

IDM



For a more detailed discussion of climate-building and the change process as they relate to the Instructional Development Model (IDM), refer to Appendix A.

Instructional Goals

Focus

This chapter includes the following: 1) content of library/study skills instruction, 2) its relationship to the Foundation Program, 3) scope and sequence of skills, 4) integrated approach to library/study skills, and 5) suggestions for building a school continuum.

Content of Library/Study Skills Instruction

Learning how to learn is a critical part of every student's education. Within this context, library/study skills instruction plays an important role in helping a student develop into an independent learner.

Library/study skills instruction is more than teaching the use of the card catalog and the Readers' Guide to Periodical Literature. Skills instruction embraces three major areas which are linked together below.

AREAS OF EMPHASIS

APPRECIATION OF RESOURCES

- Awareness and experiences with various genres of literature.
- Reading, listening and viewing guidance.
- Enjoyment of reading, listening, viewing for pleasure and seeking information.
- Appreciation of illustrations, content, style.

RETRIEVAL OF RESOURCES AND INFORMATION

- Awareness of a variety of resources.
- Selection and evaluation of appropriate resources.
- Use of access tools to find information.

USE OF INFORMATION

- Organization and use of information in thinking, communicating, and creating through a variety of media.
- Linkage with subject area content and/or real life situations.

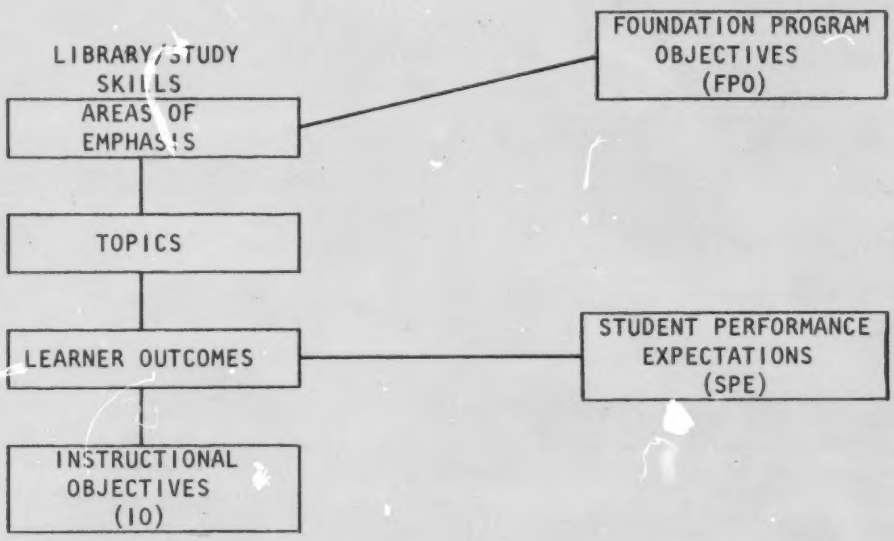
The above diagram shows the close relationship among the three areas. Note the arrows from "Retrieval of Resources and Information" to the other two areas. The focus is on teaching these retrieval skills in a meaningful context--whether it be literature or content area information.

Librarians and teachers are aware that one of the possible causes for students not remembering or being able to apply library skills is because the skills have been taught as fragmented, isolated skills. Teaching which links these three areas of emphasis will help students to retain and to apply library skills in meaningful ways.

These areas of emphasis may be further broken down into topics, learner outcomes, and instructional objectives (examples are given on the scope and sequence charts on the following pages.)

Relationship of Library/Study Skills Instruction to Foundation Program

Library/study skills instruction is directly linked to the Foundation Program as depicted in the diagram below:



Relationship Between Library/Study Skills
Instruction and Foundation Program

The levels are hierarchical in nature, starting from the very broad Foundation Program Objectives (FPO) down to the specific Instructional Objectives (IO). Examples of these are provided in the scope and sequence charts on the following pages.

Scope and Sequence of Skills

This section, which displays in a series of charts the entire scope of library/study skills content, is sequentially arranged in four levels:

- Primary section: grades K-3
- Upper elementary section: grades 4-6
- Intermediate section: grades 7-8 (or 9)
- High school section: grades 9 (or 10)-12

Within each level the content is organized so that it starts with a broad general heading and ends with a specific one. At appropriate places, related FPOs and SPEs are also identified. [1]

NOTE: These charts, or portions of them, may easily be converted to student assessment forms by adding two columns labelled "does" and "does not" on the right-hand side of each page. The larger learner outcome should be assessed first. If the students being assessed score in the "does" column for that outcome, there is no further need to assess the more specific objectives under the larger learner outcome. However, if the students score in the "does not" column for the learner outcome, then, a closer look at which instructional objectives are not being met is necessary.

KEY TO FOUNDATION PROGRAM OBJECTIVES
ON SCOPE AND SEQUENCE CHARTS

I. Develop basic skills for learning and effective communication with others.

II. Develop positive self-concept.

III. Develop decision-making and problem-solving skills.

IV. Develop independence in learning.

V. Develop physical and emotional health.

VI. Recognize and pursue career development as an integral part of personal growth and development.

VII. Develop a continually growing philosophy that reflects responsibility to self as well as to others.

VIII. Develop creative potential and aesthetic sensitivity.

[1] A library/study skills scope and sequence for grades K through 12 is included in Appendix B.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
AREA OF EMPHASIS: APPRECIATION OF RESOURCES	
Topic: Appreciation of Resources Learner Outcomes: [2]	
The learner identifies various kinds of literature such as folktales and poetry.	FPO VIII: • Responds to creative works and identifies characteristics that are pleasing to the senses. • Describes one's own likes and dislikes about creative works. • Identifies the major creative forms used to evoke thoughts and feelings.
The learner participates in reading, listening, and viewing activities for pleasure.	FPO IV: • Selects a variety of materials for browsing independently.
The learner participates in reading, listening, and viewing activities for information.	• Selects and reads both simple fiction and non-fiction independently. • Selects, reads, listens, or views appropriate materials independently.
The learner participates in creative activities related to library resources.	FPO VIII: • Experiments with materials, tools, techniques, or modes of expression to express ideas, feelings and experiences. • Performs or produces creative works in various modes of expression. • Produces simple creative works to depict specific feelings and emotions.
AREA OF EMPHASIS: RETRIEVAL OF RESOURCES AND INFORMATION	
Topic: Orientation Learner Outcome:	
The learner practices basic library courtesy and follows library rules and procedures.	FPO VI: • Describes various activities performed by people in the home, school, and community. FPO VII: • Respects authority while recognizing that rules have legitimate exceptions. • Follows school and classroom rules.
Instructional Objectives: • puts away materials used in the correct place. • enters and leaves the library quietly and in an orderly manner. • handles books properly. • handles audiovisual materials properly. • handles audiovisual equipment properly. • knows how to borrow and return books.	

[2]The learner outcomes listed under "Appreciation of resources" should be a high priority for libraries. Work should be closely coordinated with teachers. Librarians should particularly familiarize themselves with the DOE language arts guides.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Instructional Objectives: • knows how to borrow and return audiovisual materials. • names library staff. • describes librarian services.	
Topic: Parts of Books Learner Outcome: The learner uses the following parts of the book: illustrations, cover and spine, title pages, table of contents, copyright date, index. Instructional Objectives: • identifies and locates the following parts of the book: 1) illustrations 2) cover and spine 3) title page 4) table of contents 5) copyright date 6) text 7) index. • uses the different parts of a book.	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.
Topic: Audiovisual (AV) Resources Learner Outcome: The learner uses various kinds of audiovisual resources in the library for informational and recreational purposes. Instructional Objectives: • recognizes various audiovisual equipment and the corresponding materials: 1) cassette player - cassette tapes 2) filmstrip projector - filmstrips 3) filmloop projector - filmloops 4) overhead projector - transparencies 5) phonograph player - records 6) slide projector - slides. • handles and operates AV equipment properly. • uses audiovisual materials for informational or recreational purposes.	FPO IV: • Selects, reads, listens, or views appropriate materials independently. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Card Catalog, Classification and Arrangement Learner Outcome: The learner identifies and locates the different sections of the library and the materials each holds, such as the sections for Easy books, non-fiction, periodicals, dictionaries, encyclopedias, vertical file, and audiovisual materials. Instructional Objectives: • distinguishes between book and non-book or audiovisual materials. • recognizes two classes of books in the library: fiction and non-fiction. • identifies and locates different sections and corresponding materials: 1) Easy section - Easy books 2) Fiction section - Fiction books 3) Non-fiction section - Non-fiction books 4) Periodical section - magazines, newspapers 5) Reference section - encyclopedias, dictionaries 6) Vertical file - pictures and pamphlets 7) Audiovisual section (if separate) - filmstrips, records, kits, transparencies, slides, tapes, etc. • is aware of sources of materials other than the school library.	FPO IV: • Selects a variety of materials for browsing independently. • Selects and reads both simple fiction and non-fiction independently. • Selects, reads, listens or views appropriate materials independently.
Learner Outcome: Given a specific call number and title for an Easy, fiction, and non-fiction book, the learner uses knowledge of shelf arrangement and spine markings of books to find each title. Instructional Objectives: • recognizes and uses shelf labels as guide to locating materials. • identifies symbols used for Easy, fiction, and non-fiction books: 1) recognizes that books on shelves are arranged in order from left to right. 2) recognizes that Easy and fiction books are arranged alphabetically by author's last name.	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Instructional Objectives: • identifies symbols used for Easy, fiction, and non-fiction books: 3) recognizes that non-fiction books are in numerical order. 4) recognizes that books on the same subject have the same general number. Learner Outcome: **The learner describes the purpose and arrangement of the card catalog and some of its parts--the catalog drawer labels, guide cards, call numbers and audiovisual cards.** Instructional Objectives: • explains the purpose of the card catalog. • explains the purpose of the catalog drawer labels. • explains the purpose of the guide cards. • recognizes the alphabetical arrangement of the card catalog. • locates the call number on the catalog card. • identifies catalog cards for AV materials.	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.
Topic: Research and Reference Sources Learner Outcome: **The learner locates a given word in a simple abridged dictionary by using guide words.** Instructional Objectives: • identifies a dictionary. • locates dictionaries in the library. • locates a given word in a picture dictionary by using alphabetical arrangement. • distinguishes between picture and simple abridged dictionaries. • identifies and locates guide words in a simple abridged dictionary. • uses guide words to find a word in a simple abridged dictionary.	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.

GRADES K-3

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Learner Outcome: **The learner uses encyclopedias to locate information.** Instructional Objectives: • uses the encyclopedia guide words and alphabetical arrangement to locate information. • compares the type of information found in encyclopedias with information in dictionaries.	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.
AREA OF EMPHASIS: USE OF INFORMATION Topic: Audiovisual (AV) Resources Learner Outcome: **The learner produces simple original audiovisual materials.** Instructional Objectives: • creates a simple transparency. • records a song on audiotape. • records a story on audiotape. • creates other audiovisual aids to learning, such as pictures, posters, dioramas, etc.	FPO IV: • Summarizes retrieved information according to a set purpose.
Topic: Research and Reporting Skills Learner Outcomes: **The learner uses different sources of information pertaining to a pre-determined subject.**	FPO IV: • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information. FPO III: • Collects information needed to solve the problem.
The learner prepares a simple report.	FPO IV: • Summarizes retrieved information according to a set purpose.

Upper Elementary Section: Grades 4-6

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
AREA OF EMPHASIS: APPRECIATION OF RESOURCES Topic: Appreciation of Resources Learner Outcomes: [3]	
The learner reads, listens to, or views various types of literature such as poetry, folktales, myths and legends, fantasy, realistic stories; non-fiction such as science, history, biography, Hawaiian studies for enjoyment and for information.	FPO IV: • Selects and reads both simple fiction and non-fiction independently. FPO VIII: • Identifies the major creative forms used to evoke thoughts and feelings. • Explains how the creator's use of basic elements in different works contributes to one's enjoyment.
The learner participates in creative activities related to library resources.	FPO VIII: • Produces simple creative works using appropriate media to depict feelings, ideas or experiences. • Organizes and expresses ideas into an original composition.
AREAS OF EMPHASIS: RETRIEVAL OF RESOURCES AND INFORMATION Topic: Orientation Learner Outcome:	
The learner practices library citizenship and courtesy and follows library rules and procedures. Instructional Objectives: • handles book and audiovisual materials properly. • identifies and handles audiovisual equipment properly. • uses proper procedures in borrowing and returning materials, including reference reserve materials. • identifies library personnel and describes their major duties.	FPO VI: • Describes types of workers in the community or school. FPO VII: • Respects authority while recognizing that rules have legitimate exceptions. • Explains the relationship between rules of conduct and one's responsibility to self and others.

[3]The learner outcomes listed under "Appreciation of resources" should be a high priority for libraries. Work should be closely coordinated with teachers. Librarians should particularly familiarize themselves with the DOE language arts guides.

GRADES 4-6

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Parts of Books Learner Outcome: **The learner appropriately applies knowledge of the following parts of the book to locate information: cover and spine; title page; table of contents; copyright date; bibliography; glossary; index; and maps, charts, graphs, illustrations.** Instructional Objectives: • identifies and locates the following parts of a book: 1) maps, charts, graphs, illustrations 2) bibliography 3) glossary 4) index. • explains the purposes of each of the above parts of a book. • uses each of the above parts of a book to locate information.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Topic: Audiovisual (AV) Resources Learner Outcome: **The learner selects and uses the most appropriate audiovisual materials to fulfill search for needed information.** Instructional Objectives: • selects audiovisual materials appropriate for a specific piece of equipment: 1) film projector (8mm, 16mm) - films (8mm, 16mm) 2) videotape recorder - videotape. • distinguishes between types of audiovisual resources, and selects appropriate materials based on the advantages and disadvantages of each type. • becomes a more discriminating user of audiovisual resources.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVE AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Card Catalog, Classification and Arrangement Learner Outcome: Given a specific call number and title, the learner uses shelf arrangement and spine markings to locate materials in all sections of the library. Instructional Objectives: • identifies and locates the different kinds of materials and equipment found in the library. • locates and names the different sections in the library. • identifies spine markings used for biography, reference, Hawaiian studies, audiovisual materials. • uses shelf arrangement and spine markings to locate materials.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Learner Outcome: Given a specific author, title, or subject heading, the learner uses the card catalog to locate book and audiovisual materials. Instructional Objectives: • explains the purpose of the card catalog. • uses the catalog drawer labels to find the correct drawer. • uses alphabetizing to locate a specific guide card. • uses guide cards to find a specific catalog card. • identifies the following types of catalog cards: 1) author 2) title 3) subject 4) audiovisual. • identifies the following contents of a catalog card: 1) author 2) title 3) subject 4) call number 5) publisher 6) copyright date.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Instructional Objectives: • states the purpose of basic information on catalog cards. • differentiates between specific and general subject headings. • selects appropriate subject headings to find information on a given topic. • knows the purpose of the cross-reference card. • uses the card catalog to locate book materials. • uses the card catalog to locate audiovisual materials.	
Learner Outcome: The learner explains the classification system used by a particular school library to locate major subject areas.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Instructional Objectives: • understands the need for a classification system. • understands the Dewey Decimal System as a classification system: rationale for the system, how it is organized, ten main divisions.	
Topic: Research and Reference Sources Learner Outcome: Learner uses a variety of dictionaries as appropriate as sources of information.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Instructional Objectives: • distinguishes between an abridged and unabridged dictionary. • identifies, knows the purpose of, and uses guide words, tabs, and the pronunciation key of the dictionary. • uses special dictionaries when appropriate.	

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LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Learner Outcome: **The learner uses a variety of encyclopedias as sources of information.** Instructional Objectives: • explains that the encyclopedia is a source of information on people, places, things, events, and ideas. • knows the arrangement of the various general encyclopedias available in the school. • uses encyclopedia guide words and arrangement to locate information. • uses the following special features when appropriate: 1) index 2) guide words 3) headings, subheadings 4) cross-references 5) key words. • locates specific information in an encyclopedia by using appropriate key words. • uses various specialized encyclopedias when appropriate. • compares differences in treatment of a topic in various encyclopedias. • distinguishes between a dictionary and an encyclopedia and uses each appropriately.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Learner Outcome: **The learner locates specific articles or sections of a magazine or newspaper by using appropriate guides, such as index or table of contents.** Instructional Objectives: • defines the term, "periodical," and knows its purpose. • locates specific articles or sections of a magazine or newspaper. • recognizes and knows the purpose of a periodical index. • understands the arrangement of a periodical index. • uses available indexes (e.g., National Geographic Index, Subject Index to Children's Magazines) to locate specific articles.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Learner Outcome: The learner uses the following resources when appropriate: a. vertical file materials b. atlas, maps, and globes c. specialized indexes, e.g., on poetry, fairytales, plays, short stories d. almanacs e. gazetteers f. community resources, including other types of libraries.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
AREA OF EMPHASIS: USE OF INFORMATION Topic: Audiovisual (AV) Resources Learner Outcome: The learner produces original audiovisual materials appropriately as needed. Instructional Objectives: • participates in producing an audiotape. • creates a poster. • creates a simple transparency. • creates a filmstrip (write-on type). • participates in producing a videotape. • creates other audiovisual aids to learning, such as dioramas, charts, relief maps, etc.	FPO IV: • Applies study skills in the classroom and library. • Summarizes retrieved information according to a set purpose.

GRADES 4-6

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Research and Reporting Skills Learner Outcome: **The learner uses research skills to complete a simple report.** Instructional Objectives: • selects a topic. • locates, collects, organizes and compares information from various sources. • makes a simple outline. • takes notes. • compiles a brief report from notes. • prepares a simple bibliography: 1) books 2) encyclopedias 3) audiovisual materials.	FPO III: • Asks appropriate questions to identify and clarify a problem and determines the information needed to solve the problem. • Gathers relevant information to solve the problem. • Identifies possible alternatives based on information gathered. • Makes inferences for each alternative and selects an alternative solution. • Gathers information from various sources, analyzes and organizes the information. • Arrives at the conclusion and checks its reliability. • Interprets the organized information and draws simple generalizations. • Applies the problem-solving process to an independent project. FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. • Studies materials independently and applies knowledge learned to solve problems. • Summarizes retrieved information according to a set purpose.

Intermediate Section: Grades 7-8-(9)

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
AREA OF EMPHASIS: APPRECIATION OF RESOURCES Topic: Appreciation of Resources Learner Outcomes: [4]	
The learner reads, listens to, or views various types of literature and non-fiction for enjoyment and information.	FPO VIII: • Identifies the major creative forms used to evoke thoughts and feelings. • Explains how the creator's use of elements in different works contributes to one's enjoyment.
The learner participates in creative activities related to library resources.	FPO VIII: • Performs or produces simple creative works using appropriate media to depict feelings, ideas or experiences. • Organizes and expresses ideas into an original composition.
AREA OF EMPHASIS: RETRIEVAL OF RESOURCES AND INFORMATION Topic: Orientation Learner Outcome:	
The learner practices library citizenship and courtesy and follows library rules and procedures.	FPO IV: • Applies study skills in the classroom and library.
Instructional Objectives: • handles book and audiovisual materials properly. • handles audiovisual equipment properly. • uses proper circulation procedures for all materials. • identifies library personnel and describes their major duties.	

[4]The learner outcomes listed under "Appreciation of resources" should be a high priority for libraries. Work should be closely coordinated with teachers. Librarians should particularly familiarize themselves with the DOE language arts guides.

GRADES 7-8-(9)

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Parts of a Book Learner Outcome: The learner appropriately applies knowledge of the various parts of a book to locate needed information/carry out assignments. Instructional Objectives: • identifies, locates, and knows the purpose of the following parts of a book: 1) diagrams, tables, charts, maps, illustrations 2) preface/foreword 3) dedication 4) introduction 5) appendix. • distinguishes among the various parts of a book (listed above) and applies this knowledge to acquire information.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Topic: Audiovisual (AV) Resources Learner Outcome: The learner selects and uses the most appropriate audiovisual materials to fulfill the search for needed information. Instructional Objectives: • selects audiovisual materials appropriate for a specific piece of equipment: 1) microform projector - microfiche, microfilm 2) opaque projector - books, other opaque resources. • distinguishes between types of audiovisual resources, and selects appropriate materials based on advantages and disadvantages of each type. • becomes a more discriminating user of audiovisual resources.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.

GRADES 7-8-(9)

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Card Catalog, Classification and Arrangement Learner Outcome: **The learner uses the classification system of a particular library to locate major subject areas.** Instructional Objective: • knows and uses the Dewey Decimal system as a classification system.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Learner Outcome: **The learner uses the card catalog effectively to find a variety of resources for information and pleasure.** Instructional Objectives: • uses cross-reference cards. • finds subject headings pertaining to the topic for which information is needed. • selects a broad heading in the card catalog and narrows it to a more specific one. • selects a very specific subject heading in the card catalog and relates it to a general one.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Topic: Research and Reference Resources Learner Outcome: **The learner will discriminate among various kinds of dictionaries and encyclopedias and select appropriate one for a particular purpose.** Instructional Objectives: • demonstrates facility in the use of dictionaries and encyclopedias. • identifies special dictionaries and can use them when appropriate. • distinguishes between an abridged and unabridged dictionary. • knows the purpose of, and uses guide words, tabs, and the pronunciation key of the dictionary. • uses specialized encyclopedias when appropriate. • locates specific information in an encyclopedia by using appropriate key words. • recognizes differences in treatment of a topic in various encyclopedias.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.

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LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Learner Outcome: The learner will use periodical indexes, such as Readers' Guide to Periodical Literature, to locate needed information in magazines or newspapers. Instructional Objectives: • uses periodicals as a source of current information. • recognizes and knows the purpose of periodical indexes. • identifies, knows the purpose of, and locates each of the following features of a periodical index: 1) key to abbreviations 2) parts of the entry 3) sub-headings 4) cross-references 5) "by" and "about" references 6) cumulation. • understands arrangement of a periodical index. • uses periodical indexes by applying knowledge of the special features and key words.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
Learner Outcome: The learner uses the following resources and specialized references when appropriate: a. vertical file materials b. indexes c. gazetteers d. handbooks e. yearbooks f. almanacs g. community resources, including other types of libraries h. biographical references i. special reference materials in all content areas such as: Social Studies, Mathematics, Science, Language Arts, Health, Guidance, Art, Music, Foreign Languages.	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. • Identifies, locates and uses specialized reference materials and community resources. FPO VI: • Identifies sources of information available on occupations.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
AREA OF EMPHASIS: USE OF INFORMATION	
Topic: Audiovisual (AV) Resources	
Learner Outcome:	
The learner produces audiovisual materials related to an assignment.	FPO IV: • Applies study skills in the classroom and library. • Summarizes retrieved information according to a set purpose.
Instructional Objectives: • becomes a more discriminating selector of the the type of audiovisual production needed to effectively present an idea. • creates a poster. • creates a transparency. • produces an audiotape. • participates in creating a filmstrip, or creates a simple "write-on" type of filmstrip. • produces a slide. • participates in producing a movie, or videotape. • takes photographs.	
Topic: Research and Reporting Skills	
Learner Outcome:	
The learner uses basic research techniques to complete a report.	FPO III: • Organizes information and recognizes some simple quantitative and qualitative patterns in the information. • Checks correctness of conjectures and conclusions by organizing, analyzing, and evaluating information. FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. • Studies materials independently and applies knowledge learned to solve problems. • Summarizes retrieved information according to set purpose.
Instructional Objectives: • selects a topic. • locates, collects, evaluates, and organizes information from various sources. • obtains a general overview of topic. • makes an outline. • takes notes. • compiles a bibliography of 1) print materials 2) non-print materials. • completes the report.	

High School Section: Grades (9)-10-12

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
AREA OF EMPHASIS: APPRECIATION OF RESOURCES	
Topic: Appreciation of Resources	
Learner Outcomes: [5]	
The learner distinguishes among the various types of literature and, when appropriate, analyzes them in terms of setting, plot, characters, and theme.	FPO VIII: • Explains how the creator's handling of elements contributes to the aesthetic quality of the work. • Describes the ways in which a creator evokes a desired response in the consumer.
The learner reads, listens to, and views various types of literature for pleasure and information.	FPO VIII: • Explains how the creator's use of elements in different works contributes to one's enjoyment.
The learner participates in creative activities related to library resources.	FPO VIII: • Selects a mode of expression and performs or produces an original work in that mode.
AREA OF EMPHASIS: RETRIEVAL OF RESOURCES AND INFORMATION	
Topic: Orientation	
Learner Outcome:	
The learner practices library citizenship and courtesy and follows library rules and procedures.	FPO IV: • Applies study skills in the classroom and library.
Instructional Objectives: • handles book and audiovisual materials properly. • handles audiovisual equipment properly. • uses proper circulation procedures for all materials. • identifies library personnel and describes their major duties.	
Topic: Parts of a Book	
Learner Outcome:	
The learner appropriately applies knowledge of the various parts of a book to locate needed information/carry out assignments.	FPO IV: • Applies study skills in the classroom and library.

[5]The learner outcomes listed under "Appreciation of resources" should be a high priority for libraries. Work should be closely coordinated with teachers. Librarians should particularly familiarize themselves with the DOE language arts guides.

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Audiovisual (AV) Resources Learner Outcome: **The learner selects and uses the most appropriate audiovisual materials to fulfill the search for needed information.** Instructional Objectives: • selects audiovisual materials appropriate for a specific piece of equipment: microcomputer - computer software. • becomes a more discriminating user of audiovisual resources.	FPO IV: • Applies study skills in the classroom and library.
Topic: Card Catalog, Classification and Arrangement Learner Outcome: **The learner uses the card catalog effectively to find variety of resources for information and pleasure.** Instructional Objectives: • understands the concept of classification systems, including Library of Congress System. • finds subject headings in the card catalog pertaining to a particular topic for which information is needed.	FPO IV: • Applies study skills in the classroom and library.
Topic: Research and Reference Resources Learner Outcome: **The learner demonstrates skill in using dictionaries and encyclopedias and applies this skill effectively in completing assignments.** Instructional Objective: • selects encyclopedias and dictionaries by applying such criteria as scope, accuracy, authority, recency, and level of difficulty.	FPO IV: • Applies study skills in the classroom and library.

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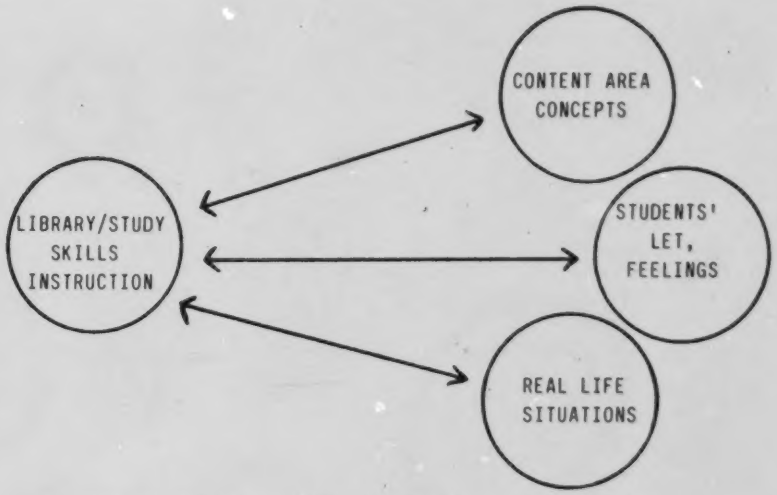
LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Learner Outcome: The learner determines whether a particular topic requires the use of periodicals, then selects and uses the appropriate periodical index and locates needed information. Instructional Objectives: • uses a wide variety of periodicals as sources of information. • displays skill in using the Readers' Guide to Periodical Literature by applying knowledge of special features and key words. • independently determines whether a particular topic requires the use of periodicals. • uses other periodical indexes: 1) Biography Index 2) Index to Honolulu Advertiser and Honolulu Star-Bulletin .	FPO IV: • Applies study skills in the classroom and library.
Learner Outcome: The learner uses special reference sources such as indexes, vertical file, community resources, yearbooks, manuals, guides, biographical references, and subject area references by applying such criteria as scope, accuracy, authority, and recency to their use.	FPO IV: • Identifies, locates and uses specialized reference materials and community resources. • Applies such criteria as scope, accuracy, authority and recency in selecting specialized reference materials. FPO V: • Locates community resources related to health, child care, family planning and social services. FPO VI: • Identifies sources of information available on occupations.
AREA OF EMPHASIS: USE OF INFORMATION Topic: Audiovisual (AV) Resources Learner Outcome: The learner produces audiovisual materials for assignments in a more discriminating manner.	FPO IV: • Applies study skills in the classroom and library.

GRADES (9)-10-12

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS
Topic: Research and Reporting Skills Learner Outcome: The learner uses research techniques to write a paper. Instructional Objectives: • selects a topic. • locates, collects, evaluates, and organizes information from various sources. • proceeds from reading an overview of the subject to secondary and primary sources of materials. • makes an outline. • takes notes. • prepares a bibliography. • completes the paper.	FPO I: • Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition. • Writes a paper demonstrating the appropriate use of research techniques and the conventions of writing a research paper. FPO III: • Gathers information from various sources and analyzes and organizes the information to facilitate the formulation of alternatives. • Applies the problem-solving process to an independently selected research question. FPO IV: • Applies study skills in the classroom and library. • Studies materials independently and applies knowledge learned to solve problems. • Uses research techniques and a variety of resources to complete a report or project. • Locates and uses resources to complete research project requiring in-depth use of research methodology.

Integrated Approach to Library/Study Skills Instruction

For most students, library/study skills instruction will be most effective when it is integrated with content area concepts, students' Language-Experience-Thinking and feeling, and real life situations as depicted in the diagram below:



Integrated Library/Study Skills Instruction

This type of integrated instruction underscores the need for teacher and librarian to work together with the support and understanding of the administrator. In a real sense, this approach makes library/study skills an integral and harmonious part of the school instructional program. It is also important to note that this description of effective library/study skills instruction is not unique to this program area but is generic to all areas of the curriculum.

A sound basis for building such integrated learning experiences is to use CONCEPTS AND GENERALIZATIONS about information and resources along with concepts from the other content areas.[6] Concepts and generalizations are developed slowly over a period of time through many activities and experiences.[7]

The use of concepts and generalizations in the teaching of library/study skills should assist with transfer of learning and retention as opposed to the teaching of discrete, fragmented facts.

[6]Examples of content area concepts may be found in the DOE social studies and science guides.

[7]Elementary Social Studies Program Guide (Hawaii: Department of Education, 1981), p. 24. For more information on concepts and generalizations, consult Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace, Jovanovich, 1962), p. 212.

EXAMPLE: *The concept of the index can serve as the unifying thread to the teaching of the index in what are presently viewed as separate entities, such as parts of a book, the card catalog, the encyclopedia, Readers' Guide to Periodical Literature, and specialized reference materials. Once this concept is understood and applied, students can transfer this learning to any new format that has the characteristics of an index, e.g., the microfilm catalog in the public library or to future technological formats that cannot even be envisioned at this time. The concept of an index then becomes a viable tool for independent learning.*

Some examples of other concepts and generalizations dealing with information and resources include the following:

- Human beings store and organize information in a systematic manner.

  Information is generally stored alphabetically, numerically, or as a combination of the two.

  Information is frequently classified or categorized, e.g., by subject, by fiction or non-fiction.

- Keys, such as the index, provide access to organized or categorized information.

- Information exists in a variety of formats that meet differing user needs and interests.

- Stored information is used in a variety of ways. Learning ways to use information facilitates development of the independent learning process.

- The uniqueness and beauty of a human being's thoughts and feelings are transmitted and can be appreciated through various modes of creative expression.

- Fiction and non-fiction materials can be read, listened to, or viewed for enjoyment or information.

■ Refer to the chapter on "Planning for Instructional Delivery" for examples of concepts and generalizations in actual use.

The critical thing to keep in mind is that concepts and generalizations are building blocks to effective thinking. They can help students do a better job of internalizing general ideas which can then be applied to a variety of situations.

Building a School Continuum

Knowing something about the content and purposes of library/study skills instruction is a promising beginning. Building a school continuum in this area is, usually, a gradual process.

Starting with a perception of the needs of students, certain questions need to be addressed as a school develops a comprehensive library skills program.

Based upon student needs in a specific school, librarians and teachers might ask themselves the following questions:

1. Is it appropriate to try to teach all skills identified in the scope and sequence charts or to prioritize and focus on certain ones?

2. At what grade level should skills be:

   - introduced?
   - directly taught?
   - reinforced?

Examples of the steps used by several elementary and secondary schools to build continuums are given below.

Tips

. . . for building a continuum

Several ELEMENTARY SCHOOLS tried the following:

1. Adapted the chart, "Basic Study Skills and Library Use," so that it became an assessment tool.

2. During a faculty meeting, grade levels met and filled out their assessment tools in regard to some or all of the following:

   a. identified what they were already doing

   b. identified what needed to be:

      1) introduced
      2) directly taught
      3) reinforced

   c. identified which items were "high priority."

3. This data was compiled by the librarian and/or a library committee into a draft of a continuum.

4. The draft was distributed to grade levels and revised after suggestions were made or negotiated by grade levels regarding gap areas or areas of duplication.

5. The revised copy of a working school continuum was distributed to each faculty member for use with the understanding that periodic revision would take place as needed.

6. The librarian met with grade levels and they worked out implementation of the continuum by discussing questions such as who would teach what, what classroom content could be integrated with library skills, what entry skills might be needed (e.g., alphabetizing).

SECONDARY SCHOOLS, using the chart, "Basic Study Skills and Library Use," as an information base, have reported a number of variations in working toward a school continuum.

Some schools placed all the direct teaching and some application of skills in required courses. Additional application of skills took place in elective content area courses.

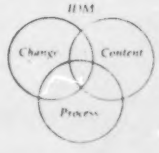
■ Refer to the chapter on "Collaboration," for a detailed example of an intermediate school working toward a continuum.

Summary

Working toward school-wide improvement of library/study skills instruction systematically includes the critical steps of knowing what to teach and then identifying a school continuum of skills instruction that meets the needs of students.

IDM

This chapter has focused on two aspects of the Instructional Development Model:

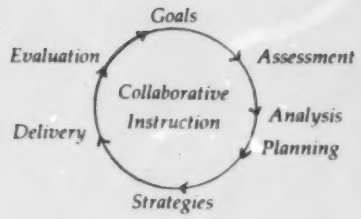


1) the body of knowledge, skills, attitudes, processes that the student needs to know (part of the Content)

2) the instructional goals identified as an initial step in planning systematically for library/study skills instructional improvement (part of the Instructional Process).

For further information about these aspects of IDM, see Appendix A.

Assessment/Evaluation



Focus

This chapter includes the following: (1) the purpose of measurement, (2) the process of measurement, and (3) tools for assessment and evaluation.

Purpose of Measurement

The purpose of measurement is to provide librarians and teachers with sufficient information for systematic and careful instructional planning.

Both assessment and evaluation are forms of measurement. Assessing and evaluating student progress and achievement at key points in the instructional process ensure more exciting and productive learning experiences.

When do you assess? When do you evaluate? The answers to these questions are largely determined by what is being measured and why it is being measured as detailed below:

PRELIMINARY ASSESSMENT (before planning instruction)

What? To measure student competencies in relation to desired learner outcomes.

Why? To find out what students can or cannot do in relation to the goal.

FORMATIVE EVALUATION (during actual instruction)

What? To measure student progress in relation to instructional activity.

Why? To find out if students are really learning and meeting the objectives intended or whether immediate adjustments are necessary.

SUMMATIVE EVALUATION (at the end of instruction)

What? To measure student achievement toward desired learner outcome.

Why? To find out if students achieved desired learner outcome.

Process of Measurement

The process of measurement can be outlined in a series of systematic steps (refer to charts on following pages). Working on these steps in assessment and evaluation provides for an ongoing check on the effectiveness of instruction and on the progress toward mastery by the learner.

Steps in Assessment/Evaluation

PROCESS	EXAMPLE [1]
1. IDENTIFY INSTRUCTIONAL GOAL, OBJECTIVE "Where do I want my students to be?	*I should choose a broad goal, e.g., a Foundation Program Objective (FPO) and then narrow it to a specific Student Performance Expectation (SPE) that is significant for my students.* *EXAMPLE* 1. *FPO IV: Develop independence in learning (because most of the library skills fall within this goal).* 2. *SPE: Selects and reads both simple fiction and non-fiction independently.*
2. SELECT APPROPRIATE ASSESSMENT TOOL "How shall I find out where my students are in relation to this goal?"	*I should select appropriate means using the chart, "Tools for Assessment and Evaluation."* *EXAMPLE* *To construct an observation checklist:* 1. *Think of student(s) who best model(s) the desire to read independently. List characteristics such as:* • *Student frequently chooses to read, given a free activity period.* • *Student responds to reading, is eager to share books with others.* • *Student consciously borrows a variety of fiction, non-fiction materials.* 2. *Turn each characteristic into an observation question:* • *Does student frequently choose to read when given options?* • *Does student respond to reading--eager to share reading experiences?* • *Does student make conscious choice of a variety of fiction, non-fiction materials?*

[1] The example used in this chart comes from the lesson on "Chameleons," pp. 116-118.

STEPS IN ASSESSMENT/EVALUATION

PROCESS

3. ANALYZE DATA

"What does the data tell me about my students?"

EXAMPLE

The data tell me what my students can and cannot do in relation to the instructional goals.

EXAMPLE

Findings:
(Students can do)

1. *Most, or about 90%, of my students enjoy sharing reading experiences with others when required to read (e.g., Uninterrupted Sustained Silent Reading).*

2. *Most, or about 90%, of my students choose books according to interest, recommendations, or random browsing.*

(Students cannot do)

1. *Few, or about 25%, of my students choose reading if given options.*

2. *None, or 0%, of my students appear to be aware of categories such as "fiction," "non-fiction."*

4. MODIFY INSTRUCTIONAL OBJECTIVE

"What gap areas should I address in my instruction?"

I should begin by examining the largest gap area. (Can I teach this student need directly or will I need to back up and teach prerequisite skills? Are there other factors I need to consider besides the largest gap area? In this particular example, I feel I can address the largest gap area directly and also build into the instruction, work on the other gap areas as well.)

EXAMPLE

1. *Largest gap: "Fiction," "non-fiction" as categories.*

2. *Other gaps: Introduce "fiction," "non-fiction" in such a way that motivates reading interest (e.g., use meaningful content related to class activities or student interests).*

3. *Modified objective: To develop awareness of the characteristics of a chameleon through use of fiction and non-fiction materials.*

STEPS IN ASSESSMENT/EVALUATION

PROCESS	EXAMPLE
5. ANALYZE INSTRUCTIONAL STRATEGIES USED; PLAN LESSONS "How do I link student needs to instructional approaches?"	*(Refer to chapter on "Analysis.")*
6. TEACH LESSON; DO FORMATIVE EVALUATION "What kind of mid-course correction of instruction will I need to do to make sure students are really understanding?"	*(Refer to chapter on "Planning for Instructional Delivery.")* *I should select appropriate means using the chart, "Tools for Assessment and Evaluation," p. 69. Other helpful sources: DOE language arts guides on comprehension; cueing strategies.*[2] *EXAMPLE* *By using cueing questions for LET at key places in the lesson, it is possible to get feedback from students to evaluate their comprehension of what they are learning about chameleons.*
7. DO SUMMATIVE EVALUATION "How shall I find out if my students really achieved the objective?"	*I should select appropriate means using the chart, "Tools for Assessment and Evaluation," p. 69.* *EXAMPLE* *1. By asking generalization questions at the end of the lesson, the following can be determined:* • *if students know something about the characteristics of chameleons* • *if students can distinguish between fiction and non-fiction books on chameleons.* *2. By using analysis of a lesson product, students may be asked to draw a "real chameleon" as a means to determine what they have retained about chameleons.*

[2]Language Arts Strategies for Basic Skills, K-2 (Hawaii: Department of Education, 1979); Comprehension in the Content Areas 3-6, Strategies for Basic Skills (1979); Comprehension in the Content Areas 7-12, Strategies for Basic Skills (1979).

STEPS IN ASSESSMENT/EVALUATION

PROCESS

8. USE SUMMATIVE EVALUATION TO ASSESS FOR NEXT STEPS

"Where do I go next?"

EXAMPLE

Questions I need to answer:

1. *Was my instructional objective fully achieved? Can more be done so that the objective is solidly achieved?*
2. *Was the lesson meaningful enough to highly motivate students?*
3. *Can the content be used to extend learning of related objectives?*

EXAMPLE

1. *Other lessons using meaningful content (e.g., conservation of whales) can be developed to more fully help students attain the original objective: to develop a love for reading fiction and non-fiction materials. (See sample lessons on "Appreciation of Resources" on pp. 113-138.)*
2. *Research can be expanded so that the concept of reptiles can be introduced. The comparison and contrast of various reptiles can be explored.*
3. *The interest in chameleons kindled by the lesson can be extended to achieve the following learner outcome: uses a variety of resources to gather information.*

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Tools for Assessment/Evaluation

The following chart suggests a wide range of ways that librarians and teachers may measure the progress that the learner makes. The list is not designed to be comprehensive, but suggests alternative means of assessing and evaluating.

ASSESSMENT AND EVALUATION TOOLS				
Structure	Assessment	Pg.	Evaluation	Pg.
Informal	Observation of students in the library or classroom or other learning situations	70	→	
	Finding students' LET through questioning	71		
			Response to generalization question at the end of a lesson	72
			Analysis of lesson product	73
Formal	Use of state competency-based measures (e.g., CBM, HSTEC)	74-76	→	
	Pre-testing with commercial tests	77-80	Post-testing with commercial tests	77-80
	Use of observation checklists	81-82	→	
	Use of instructor-produced tests	83-84	→	
			Use of student self-evaluation	85-86

A detailed analysis of these measurement methods is provided on the following pages.

Method: Informal Observation

1. What is it?

   Informal observation involves seeing and hearing the student as s/he functions in a natural learning environment, as an individual or as part of a group.

2. What are the benefits?

   Information observation can be an ongoing process. It is a quick way to assess the learner. It enables the instructor to assess both cognitive knowledge and learning styles.

3. What are the limitations?

   The evaluator must be skilled at gathering data through observation. The data gathered through informal observation may be too gross to identify weakness in detailed, specific skills or concept mastery.

4. Targeted group?

   Large group, small group, individuals.

5. When is the method most appropriate?

   There is a need to determine the general mastery of concepts or skills. The learning styles and LET of the student need to be identified.

EXAMPLE

Before beginning the "Dictionaries and Encyclopedias" lesson, pp. 152-158, the teacher and librarian observed student performance on the following requisite entry skills:

1. *Are most students able to locate words in a dictionary using guide words?*
2. *Are most students able to identify the most appropriate definition of a word in the dictionary?*
3. *Are most students able to identify at least one encyclopedia as a source of information?*
4. *Are most students able to read and orally paraphrase a short paragraph from a variety of materials?*

Method: Questioning for Language-Experience-Thinking (LET)

1. What is it?

   Questioning for LET explores what a student already knows by using open-ended questions that draw forth the child's perception of the topic.[3]

2. What are the benefits?

   LET questioning places value on the child by seeking the child's response rather than the "right" response. It can elicit information that other methods may fail to identify.

3. What are the limitations?

   The instructor needs to be skillful at questioning and to have established good rapport with students. Class management may be a problem because the procedure is oral and may take time and close student attention.

4. Targeted group?

   Large group, small group, individuals.

5. When is the method most appropriate?

   There is a need to determine the general understanding of concepts or skills. The related vocabulary and thinking of the student need to be identified.

EXAMPLE

In doing the adaptation of the "Chameleons" lesson, pp. 119-123, LET questioning is heavily used throughout to determine what students know and don't know about chameleons. (Note that visual aids are also used to help students.)

Using pictures from The Remarkable Chameleon say, "Let's find out more about chameleons." Students will compare and contrast the characteristics of humans (using themselves as subjects) with the characteristics of a chameleon (e.g., eyes, toes, legs, tongue, etc.)

CUEING OBJECTIVE: Chameleons and humans have similarities and differences.

a. How is a chameleon like you? (They have eyes, legs, toes, tongue...) or

b. Look at yourself. What do you have that a chameleon has?

For each thing mentioned above (eyes, tongue...) ask:

c. Is it like yours? If not, how is it different?

d. How else is a chameleon different? What do chameleons have that you don't have? (horns, tail)

[3]Refer to Comprehension in the Content Areas 3-6, Strategies for Basic Skills (Hawaii: Department of Education, 1979), pp. 49-50, for further details.

Method: Generalization Question

1. What is it?

   The use of a generalization question at the end of a lesson elicits the learner's understanding of the concepts or skills involved.[4]

2. What are the benefits?

   The technique is a quick way to collect data. It provides a focus for the lesson design.

3. What are the limitations?

   The data collected are gross. Students may grasp the concepts or skills but be unable to verbalize or write about their mastery.

4. Targeted group?

   Large group, small group (verbal), individuals (written).

5. When is the method most appropriate?

   There is a need to determine the general mastery of concepts or skills. Time does not permit a more detailed evaluation.

EXAMPLE

In the "Chameleons" lesson, pp. 116-118, the following generalization questions are asked to evaluate the learner's grasp of the information presented:

1. *What did you learn about real chameleons?*
2. *What did you learn about different kinds of books in the library?*

In the ensuing discussion, the instructor listens to the students' responses and determines whether or not original objectives have been met.

[4] Ibid., pp. 54-56.

Method: Analysis of a Lesson Product

1. What is it?

   Product analysis involves the study of a picture, written composition, or other creative product to determine the inclusion of information or skills involved in instruction.

2. What are the benefits?

   The technique is a quick way to evaluate the learner. Students may enjoy the production more than other means of evaluation.

3. What are the limitations?

   Students may have greater mastery than is evident in the product. The data collected is not always detailed.

4. Targeted group?

   Individuals.

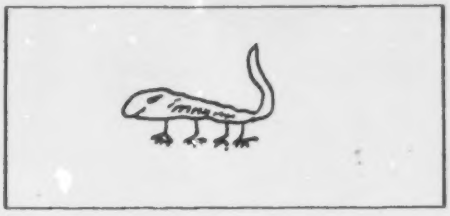
5. When is the method most appropriate?

   There is a need to determine the general mastery of concepts or skills. Most students enjoy creative production.

EXAMPLE

In addition to the generalization question form of evaluation, the "Chameleons" lesson, pp. 116-118, provides for post-testing through analysis of the following lesson product:

Say "Make believe YOU are a chameleon." "What are you?" "What do you look like?" "What are you doing?" Draw a real or imaginary chameleon.



By examining the art work and asking questions for clarification if necessary, the instructor can determine how much of the information provided through instruction has been assimilated by the student. Independently moveable eyes, a tongue longer than the chameleon's body, colors that are related to the background--all indicate knowledge attainment in relation to real chameleons. A child's explanation of the absence of these features because it is an imaginary creature indicates the same attainment.

Method: Competency Based Measurement (CBM)

1. What is it?

   CBM is a state-wide evaluation tool designed to test Student Performance Expectations for grades 3, 6, 8, and 10. Items involve both paper-pencil and observation checklists related to Foundation Program Objectives, including FPO IV dealing with the student as an independent learner. (Note: The development of CBM is in progress, and, thus far, only grade 3 CBM has been used in Hawaii.)

2. What are the benefits?

   Items have been carefully designed, tested, and revised. CBM tests both isolated knowledge and functional use of knowledge. It provides both an individual and school-wide profile. CBM has at least one test item for every Student Performance Expectation.

3. What are the limitations?

   It is usually administered annually as part of a state-wide effort. Data gathered may be too general for specific lessons, or may not test the specific concepts and skills under consideration.

4. Targeted group?

   Large group.

5. When is the method most appropriate?

   The school needs information about students in relation to Foundation Program goals. Data are needed to evaluate progress toward goals set by the school continuum.

EXAMPLE

The data below gives the state-wide results for third graders taking the pilot CBM test in spring, 1981, on multiple choice items dealing with FPO IV, SPE 12 (uses a variety of sources to acquire information including retrieval of alphabetically-stored information). Using such information, a school can look at the results of its own students to determine weaknesses or gap areas.

HAWAII FOUNDATION PROGRAM - SPRING 1981 - GRADE 3 ITEM ANALYSIS

STATEWIDE RESULTS — 1074 STUDENTS TOOK THE TEST

FOUNDATION PROGRAM OBJECTIVE IV

* = CORRECT RESPONSE — NR = NO VALID RESPONSE

SECTION/ ITEM	CLUSTER	PERFORMANCE EXPECTATION	PERCENT CORRECT	MULTIPLE-CHOICE NR	A	B	C
III-1117	C	12	76	3	8	76*	12
III-1132	C	12	36	3	15	36*	46
III-1137	C	12	29	3	60	29*	8
III-1142	C	12	75	3	6	75*	15

Some Findings: For multiple choice items testing FPO IV, SPE 12, 76% of the third graders tested state-wide correctly answered the first item, followed by 75% who got the fourth item right. The poorest showing was on the third item which only 29% answered correctly.

Method: Hawaii State Test of Essential Competencies (HSTEC)

1. What is it?

   HSTEC is a state-wide test of essential competencies. Items involve written examination to demonstrate fifteen essential competencies.

2. What are the benefits?

   Items have been carefully designed, tested, and revised. HSTEC provides both an individual and school-wide profile.

3. What are the limitations?

   It is administered annually as part of a state-wide effort. Data gathered may be too general for specific lessons, or may not test the specific concepts and skills under consideration.

4. Targeted group?

   Large group.

5. When is the method most appropriate?

   The school needs information about students in relation to the Foundation Program Essential Competencies component. Data is needed to evaluate progress toward goals set by a total school program.

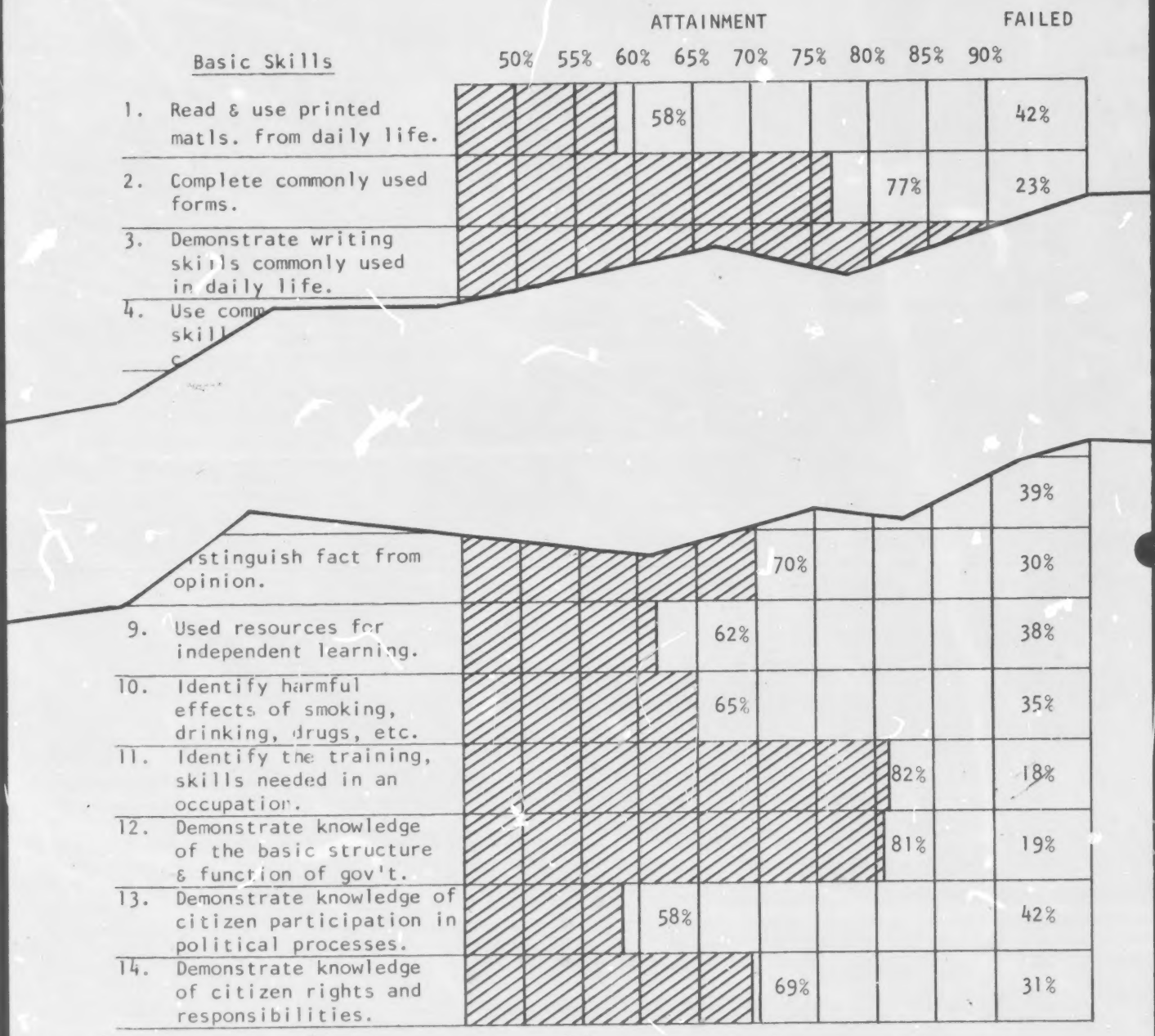
EXAMPLE

The HSTEC profile for a high school indicated that the students tested did poorly on the items related to independent use of resources. The two librarians at the school used the data as a basis for a series of faculty in-service sessions to acquaint the staff with the resources available and to encourage increased use of library materials by students and teachers.

A portion of the profile appears on the following page.

EXAMPLE: HSTEC SCHOOL PROFILE

Grade 10 Date 1/26/80



Random Sampling 234

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Method: Commercial Tests

1. What is it?

   Testing is carried out through the use of any of a number of printed tests available.

2. What are the benefits?

   This is a systematic and detailed way to gather data. All or portions of each test can be used to test for specific information on library/study skills and library terminology.

3. What are the limitations?

   The tool may test the student's ability to take written tests rather than his/her functional ability. Administering and checking the tests may be time-consuming. Some concepts and skills are not appropriate for standardized testing. Mainland tests may not be relevant to local needs. Items may not correspond to individual library practice.

4. Targeted group?

   Individuals.

5. When is the method most appropriate?

   Detailed and standardized data are needed. The instructor lacks the skills or the time to design tests.

EXAMPLE

Commercial items are copyrighted and may not be reproduced here. Instead, an analysis of several commercial tests is provided on the following pages.

ANALYSIS OF SEVERAL COMMERCIAL TESTS

NOTE: These charts, arranged alphabetically by test, give brief analytical comments on five commercial instruments. The information is organized so that the first two columns give content details. The third column provides critical excerpts from the Mental Measurements Yearbook, edited by Oscar K. Buros.[5] *The final column includes additional evaluative comments by the DOE School Library Services section.*

TEST	CONTENTS	BUROS - COMMENTS	SCHOOL LIBRARY SERVICES - COMMENTS
COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) TEST 9 (Forms Q, R) Publisher: CTB/McGraw Hill Del Monte Research Park Monterey, CA 93940 Levels: I - Gr. 2-5 - 4.0 II - Gr. 4-6 III - Gr. 6-8 IV - Gr. 8-10 (with supplementary percentile norms for gr. 11, 12)	Skills covered: Use of library catalog cards, atlases, almanacs, indexes, books, encyclopedias, maps, graphs, diagrams, charts	"Technical report attests to meticulous care given toward constructing a valid test." Some problems (e.g., readability of several test items that may have words unfamiliar to some students; ambiguity in wording of certain items) but, overall, "tests are the finest yet devised." (1972 ed., pp. 1204-1206)	1. Range of skills tested is limited. 2. Sub-sections on maps, graphs may not be applicable to library skills instruction.

[5]The following works edited by Oscar K. Buros have been used: Seventh Mental Measurements Yearbook (Nebraska: University of Nebraska Press 1972), Eighth Mental Measurements Yearbook (1978).

ANALYSIS OF SEVERAL COMMERCIAL TESTS (cont.)

TEST	CONTENTS	BUROS - COMMENTS	SCHOOL LIBRARY SERVICES - COMMENTS
DIAGNOSTIC TEST OF LIBRARY SKILLS (G142) by Barbara Feldstein and Janet Rawdon, 1981. Publisher: Learnco Incorporated Greenland, New Hampshire 03840 Levels: One 50-item test for grades 5-9.	Skills covered: Parts of a book, fiction and non-fiction, card catalog, alphabetical arrangement, general reference books.	Evaluation not available.	Though test developers intended this test to be a diagnostic tool, there is a lack of sufficient items to pinpoint individual student weaknesses.
IOWA TEST OF BASIC SKILLS (Section W-2) Publisher: The Riverside Publishing Co. 8420 Bryn Mawr Ave. Chicago, IL 60631 Levels: 7 - Gr. 1.7 - 2.6 8 - Gr. 2.7 - 3.5 9 - Gr. 3 10 - Gr. 4 11 - Gr. 5 12 - Gr. 6 13 - Gr. 7 14 - Gr. 8-9	Skills covered: Levels 7 & 8 - alphabetizing, using table of contents, picture dictionary, general reference materials, classification. Levels 9-14 - alphabetizing, using table of contents, index, dictionary, encyclopedias, guide words, key words, general reference materials.	"...the tests have been carefully developed and thoroughly researched. The results are useful for making decisions about curriculum emphasis on a district-wide or school-wide level, but not useful for making decisions at the level of the individual child." (1978 ed., p. 57)	1. Items test for application of knowledge. 2. Use of encyclopedias is tested only in the area of choosing the correct volume. 3. No testing of skills related to card catalog, Readers' Guide to Periodical Literature, and audiovisual materials.

ANALYSIS OF SEVERAL COMMERCIAL TESTS (cont.)

TEST	CONTENTS	BUROS - COMMENTS	SCHOOL LIBRARY SERVICES - COMMENTS
OHIO SCHOOL LIBRARY/MEDIA TEST by Anne M. Hyland Publisher: Anne M. Hyland 236 East Clearview Worthington, OH 43085 Levels: Single test - Grades 4-12	Skills covered: Organization, selection, utilization, comprehension, and production. Coverage includes book and audiovisual resources.	Evaluation not available.	1. Test pays more serious attention to audiovisual resources than many other tests. 2. Test items include those requiring recall to those requiring higher levels of thinking. 3. Portions of the test are not usable at elementary level.
TEST OF LIBRARY/STUDY SKILLS by Irene Gullette and Frances Hatfield. Publisher: Larlin Corporation P. O. Box 1523 Marietta, Georgia 30061 Levels: I - Grades 2-5 II - Grades 4-9 III - Grades 8-12	Skills covered: Arrangement, card catalog, dictionary, encyclopedia, Dewey Decimal Classification System, parts of a book, general reference materials, Readers' Guide to Periodical Literature.	"No data on reliability; no norms; 3 levels; no manual; separate answer cards must be used; ...sample copy of test free." (1978 ed., p. 820)	1. Most items at recall level. 2. Some of the terminology may need to be adjusted to individual library situations.

Method: Observation Checklists

1. What is it?

   The technique involves the use of a checklist to gather data on individual students through observation.

2. What are the benefits?

   The data gathered can be very detailed and accurate. The learner can be assessed in a functional setting.

3. What are the limitations?

   The technique may be time-consuming if the checklist has numerous items. Evaluator must also be skilled in observation.

4. Targeted group?

   Individuals.

5. When is the method most appropriate?

   Data are needed about the functional use of knowledge by students. Thorough and specific data are needed.

EXAMPLE

Portions of the scope and sequence charts, pp. 36-56 , may be converted to observation checklists by adding two columns labelled "does" and "does not." The larger learner outcome should be assessed first. If the students being assessed score in the "does" column for that outcome, there is no further need to assess the more specific objectives under the learner outcome. However, if the students score in the "does not" column for the learner outcome, then a closer look at which instructional objectives are not being met is necessary.

A partial sample of a checklist is provided on the following page.

EXAMPLE: OBSERVATION CHECKLIST
(Using scope and sequence chart, gr. 4-6)

LIBRARY/STUDY SKILLS INSTRUCTION	RELATED FOUNDATION PROGRAM OBJECTIVES AND STUDENT PERFORMANCE EXPECTATIONS	DOES	DOES NOT
Topic: Parts of Books Learner Outcome: The learner appropriately applies knowledge of the following parts of the book to locate information: cover and spine; title page; table of contents; copyright date; bibliography; glossary; index; and maps, charts, graphs, illustrations. Instructional Objectives:	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.		
• identifies and locates the following parts of a book:			
1) maps, charts, graphs, illustrations			
2) bibliography			
3) glossary			
4) index			
• explains the purposes of each of the above parts of a book.			
• uses each of the above parts of a book to locate information.			
Topic: Audiovisual (AV) Resources Learner Outcome: The learner selects and uses the most appropriate audiovisual materials to fulfill search for needed information. Instructional Objectives:	FPO IV: • Applies study skills in the classroom and library. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.		
• selects audiovisual materials appropriate for a specific piece of equipment.			
1) film projector-8mm,16mm - films-8mm,16mm			
2) videotape recorder - videotape			
• distinguishes between types of audiovisual resources, and selects appropriate materials based on the advantages and disadvantages of each type.			
• becomes a more discriminating user of audiovisual resources.			

Method: Instructor-Produced Tests

1. What is it?

   Testing is carried out through the use of an instrument designed by the instructor. The instrument may vary in length and complexity.

2. What are the benefits?

   The test can be designed for a specific group of students and for learnings pertinent to those students. It can be kept simple and brief to provide a quick assessment.

3. What are the limitations?

   Preparing a valid test takes time and skill in designing test items. The test may fail to measure the actual competency of the student in a functional situation.

4. Targeted group?

   Large group, small group, individuals.

5. When is the method most appropriate?

   There is a need to evaluate learnings pertinent to a specific group of students.

EXAMPLE

Using the Now Library[6] as a springboard for ideas, a librarian designed a test assessing entry level skills of fifth graders beginning a unit in the use of encyclopedia skills.

A portion of the test appears on the following page.

[6]Mary Margrabe, Now Library (Washington, D.C.: Acropolis Books, 1974).

EXAMPLE: INSTRUCTOR-PRODUCED TEST

D-E. What does the following mean? (List the number of the correct answer.)

Guns, see Firearms

1. There is no information on guns in the encyclopedia.
2. There is some information in the article about guns with more facts in the firearms article.
3. There is information about guns, but it can be found in the firearms article.
4. There is information listed in the guns article, with pictures included in the firearms entry.

F. 1. Name an encyclopedia that has an index.

2. Where is the index located in the set of volumes for the encyclopedia you listed?

G. What does the following mean? (List the number of the correct answers.)

Mosquito M:82-84

1. There is information about mosquitoes on page 82 and page 84.
2. There is information about mosquitoes on pages 82, 83, and 84.
3. There are about eighty-three pages of information about mosquitoes.

Answer Sheet

Name_____ Room_____

D-E. Answer number _____

F. 1. _____

2. _____

G. Answer number _____

Method: Student Self-Evaluation

1. What is it?

   Self-evaluation is an evaluation form that enables a student to assess his/her own progress. The evaluation may be completed verbally or in a written response.

2. What are the benefits?

   The evaluation relates closely to the instructional process. It permits measurement of both cognitive knowledge and attitudinal factors.

3. What are the limitations?

   Students may not assess themselves accurately.

4. Targeted group?

   Large group, small group, individuals.

5. When is the method most appropriate?

   The instructor needs information on student attainment and on his/her perception of the individual's own progress.

EXAMPLE

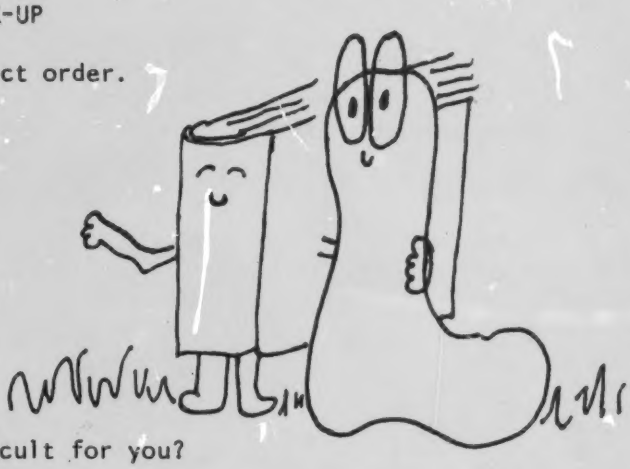
A librarian designed an evaluation form to be used at the conclusion of a research unit. Feedback from the students enabled her to plan for the next lesson to strengthen the area of weakness identified by the students themselves. She also was able to determine how independent students felt as they continued research activities.

The evaluation form is reproduced on the following page.

EXAMPLE: STUDENT-EVALUATION

Initials only_____

RESEARCH CHECK-UP



I. Number the steps of research in the correct order.

_____ Organize the information.
_____ Write the rough draft.
_____ Write questions.
_____ Write the final draft.
_____ Choose a subject.
_____ Share the information.
_____ Read and take notes.

II. Which step of research was the most difficult for you?

_____ Why? _____

_____

Please make any suggestion(s) on what or how the teacher and librarian could have improved the lesson to help you do this step more easily.

_____

_____

III. Which step of research did you enjoy most?

_____ Why? _____

_____

IV. Do you feel that learning about the steps of research helped you become a better student?

_____ Why? or How? _____
(yes/no)

_____

V. If you were asked to do a research report during this school year, what might you say: (check one only)

_____ I don't know how to do research.

_____ I know a little about doing research but need a lot of help from the teacher(s).

_____ I know the steps of doing research but need some help from the teacher(s).

_____ I know the steps of research and will be able to do them by myself with little help from the teacher(s).

VI. Other comments:

_____

_____

Other Assessment Tools

1. The Hawaii English Program Library Skills Pretest, included in Appendix C, offers the evaluator both paper-pencil items and performance items.

2. Tests prepared by national or state educational agencies may supply alternative approaches and instruments for student measurement.[7]

   EXAMPLE: The Criterion Referenced Assessment Bank of Montgomery County, Maryland,[8] provides criterion referenced assessment banks for grades 6 and 9, with criterion referenced inventories for grades 7 and 10. The study skill objectives are broken down into detailed skill clusters, with paper-pencil test items to check on each skill.

3. Games related to library/study skills have been used by some librarians as a pleasant and informative means of assessing student mastery of skills.[9]

4. Hawaii English Program task cards, and other related activity cards, provide a means for observing students in a functional setting.

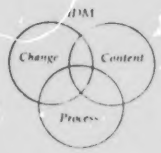
[7]A collection of these materials may be examined at School Library Services.

[8]This document is available on microfiche from Hawaii Educational Dissemination Diffusion System (HEDDS).

[9]A collection of these materials may be examined at School Library Services.

Summary

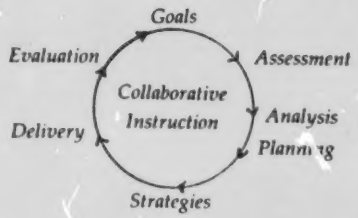
Detailed and accurate assessment/evaluation is an essential component of effective instruction. Cooperation between the teacher and librarian, the informed selection of appropriate means of measurement, and the systematic use of measurement data throughout the steps of the instructional process enhance the development of units and lessons that are exciting, productive, and compatible with student needs, abilities, and interest.



IDM

For a detailed discussion of assessment and evaluation as they relate to the Instructional Development Model (IDM), refer to Appendix A.

Analysis



Focus

This chapter includes the following: (1) an overview of problem-solving process for improving instruction, and (2) steps to consider in analyzing and planning instruction.

Overview of Problem-Solving Process for Improving Instruction

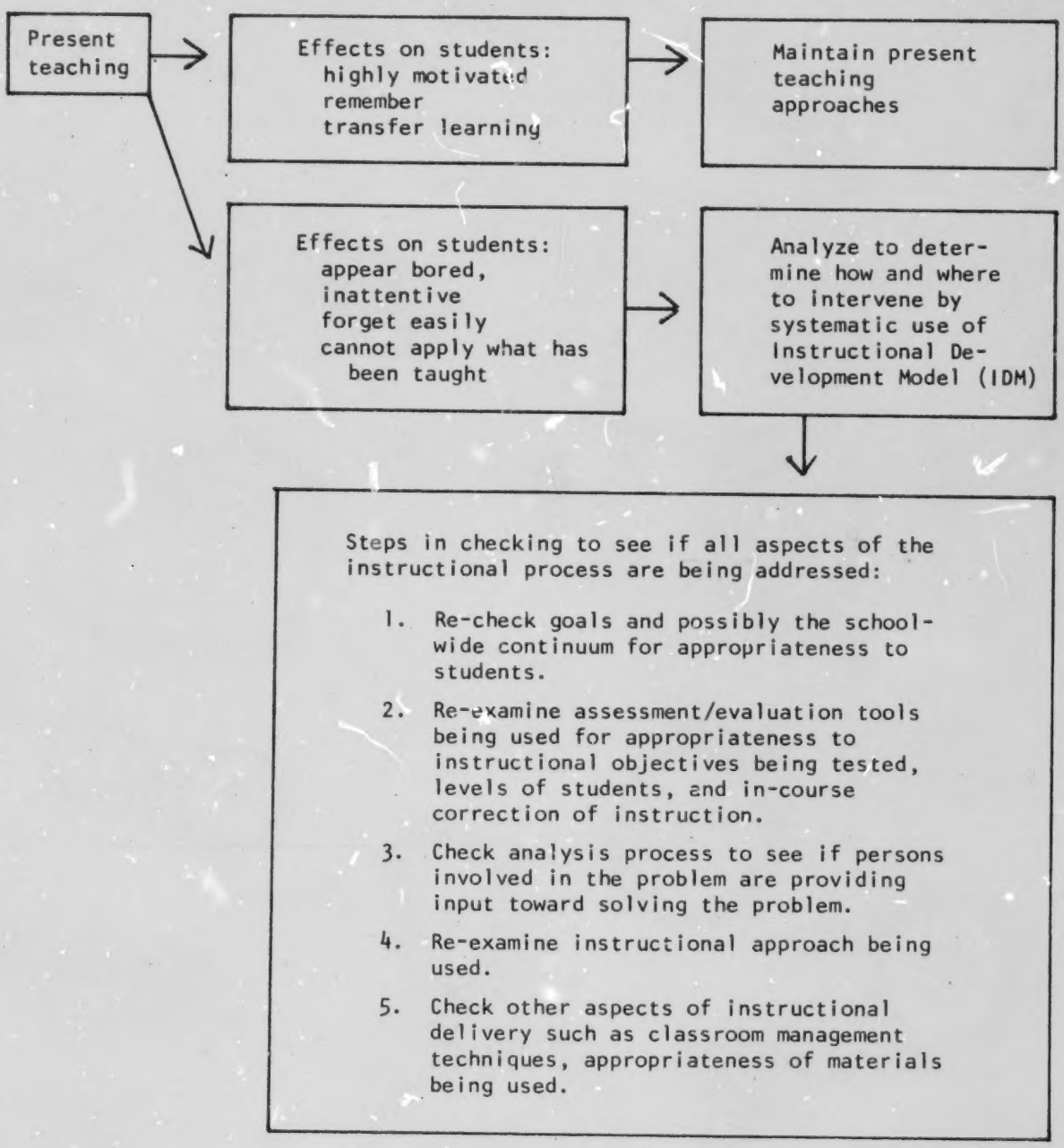
This chapter picks up where the section on "Assessment/Evaluation" left off and discusses analysis in relation to the following key questions:

1. Now that I know what instructional objectives are needed (after assessing what students need to learn and where they presently are), how can I analyze my teaching so that student results will show they are highly motivated and that they retain and can transfer learning?

2. What are the steps in the instructional improvement process that I need to consider in making my teaching more successful?

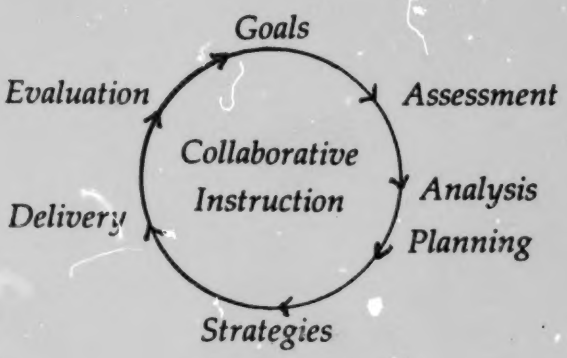
The diagram included on the following page identifies the process used in analyzing instruction to determine whether or not there is a need to provide some kind of intervention.

Overview of Problem-Solving Process for Improving Instruction


Present teaching
Effects on students: highly motivated remember transfer learning
Maintain present teaching approaches
Effects on students: appear bored, inattentive forget easily cannot apply what has been taught
Analyze to determine how and where to intervene by systematic use of Instructional Development Model (IDM)
Steps in checking to see if all aspects of the instructional process are being addressed:
1. Re-check goals and possibly the school-wide continuum for appropriateness to students.
2. Re-examine assessment/evaluation tools being used for appropriateness to instructional objectives being tested, levels of students, and in-course correction of instruction.
3. Check analysis process to see if persons involved in the problem are providing input toward solving the problem.
4. Re-examine instructional approach being used.
5. Check other aspects of instructional delivery such as classroom management techniques, appropriateness of materials being used.

Steps in Analyzing and Planning Instruction

Following the steps involved in the instructional process enable the teacher and librarian to plan systematically for effective instruction. The steps in the instructional process are presented in the following diagram:



Using the instructional process minimizes the possibility that an important area may be accidentally overlooked.

EXAMPLE: A librarian may forget to do an informal assessment of all third grade classes before undertaking a particular lesson. As a consequence, s/he may do the same lesson with no modification for all the classes. This may result in the lesson working very well with one group and not very well with the others.

As was mentioned in the introduction to this guide, the steps in the instructional process need not be addressed in any particular order. What is important is that all steps be considered at some point.

Step 1: Re-check goals and possibly the school continuum for continued appropriateness to students.

Instruction may not work because it is too easy or too hard. What may have been an "on-target" school continuum four years ago may need another look and possible revision as school populations change from time to time. In addition, as library skills instruction gets more fully implemented, what was very difficult for sixth graders four years ago may become review to sixth graders who have had several years of systematic integrated instruction.

- Refer to the chapter on "Instructional Goals" for more information in this area.

Step 2: Examine assessment/evaluation tools being used for appropriateness to (1) instructional objectives being tested, (2) levels of students, and (3) in-course correction of instruction.

Instruction may appear not to work because it is being tested inappropriately. There are many ways--formal and informal--of assessing and evaluating to see if students have learned. Each one is appropriate for a certain purpose while some have target audiences of certain reading levels. For example, if your instructional objective is to get students to apply a certain library skill, you would probably test their performance or observe their use of that library skill rather than give them a paper-pencil test.

■ Refer to the chapter on "Assessment/Evaluation" for more information in this area.

Step 3: Check analysis process to see if persons involved in the problem are providing input toward solving the problem.

When instruction is not working, a problem exists. Viewing a problem from more than one aspect is critical to achieve greater accuracy in identifying the problem and coming up with effective solutions.

A librarian can ask the teacher who is there with his/her class for input, give the students an evaluation form to fill out that is designed to give useful input, or consult with resource teachers or ask them to sit in on lessons in order to gather data toward problem-solving. In addition, when people are asked to be involved in this kind of collaborative problem-solving, they begin to develop a sense of ownership and willingness to contribute toward solving the problem.

■ Refer to the chapters on "Collaboration" and "Assessment/Evaluation" for more information in this area.

Step 4: Re-examine instructional approach being used.

There are three critical factors to consider in analyzing your instructional approach:

- Knowledge of instructional approaches
- Choice of follow-up intervention
- Check on effectiveness of approach

Knowledge of Instructional Approaches

Knowledge is needed as to what some of the major instructional approaches might be in order to determine whether there might be one that is more appropriate to students' needs.

There are three major approaches to consider in teaching library/study skills. They are not to be viewed as mutually exclusive. More accurately, they tend to be part of a continuum with all the gradations in-between.

The following chart describes and provides examples of these major instructional approaches.

MAJOR INSTRUCTIONAL APPROACHES

LET - Based Approach	Integrated Learnings Approach	Specific Learnings Approach
Characteristics: • Starts from learner's own Language-Experience-Thinking skills • Uses library/study skills in natural, functional situations • Stresses meaning, ideas • Is learner directed	Characteristics: • Integrates library/study skills meaningfully into content area teaching • Combines process and content • Teaches skills only in relation to event • Applies skills functionally • Guides learner in "how to learn" process, thinking emphasized	Characteristics: • Identifies, teaches library/study skills as discrete elements • Structures, sequences skills • Stresses parts of library/study skills, rather than functional use • Minimizes linking tasks to learner's experience
Appropriate use: Recommended for students who need practice in relying on their own resources in generating ideas.	Appropriate use: Recommended for students who need to learn library/study skills which capitalize on their resources of Language-Experience-Thinking within a purposeful context of content and ideas.	Appropriate use: Recommended for students who need practice in learning these skills. Also may be suitable for learners sent to use library independently and who find they cannot carry out their tasks successfully. They are then motivated to learn specific skills even though these are taught discretely.
Example: *The student may find an insect on the way to school and be wondering what to feed it or how to care for it. S/he independently uses the resources in the library to find out more about this personal interest.*	*Example:* *The student has found a caterpillar turning into a chrysalis and has become very curious about what will happen next. Because the class is about to start the study of insects, the teacher arranges with the librarian for a lesson that introduces students to a variety of resources about insects while giving them a chance to share what they already know about insects. Building on this interest plus the real caterpillar and the interest stimulated by it, the librarian teaches some locational skills so that students find books, pictures, and audiovisual materials on insects to take back to class to initiate their study of insects.*	*Example:* *Skills such as parts of a book are taught discretely. The student is taught whatever skill is needed, e.g., how to use an index. Teaching does not include application to find answers to any actual questions.*

Choice of Follow-up Intervention

Once the appropriate approach is tentatively selected, intervention can be planned and implemented as follows:

- If a specific learnings approach is selected, many examples of specific skills lessons and activities can be found in existing published materials.
- If a LET-based approach is selected, follow-up intervention would consist of emphasizing use of the student's LET and allowing students to use their own resources in accomplishing a library skills task.
- If an integrated learnings approach is selected, the following list, "Characteristics of Effective Integrated Instruction," will enable the teacher or librarian to identify more specifically where and how to intervene. Though some of these characteristics are not exclusive to the integrated approach, integrated instruction usually includes almost all of these features.

Characteristics of Effective Integrated Instruction [1]

1. Uses the (student's Language-Experience-Thinking or LET) base to motivate him/her and to increase his/her comprehension.
2. Provides for some type of (assessment) to determine "where students are coming from."
3. Uses lots of cueing and (positive reinforcement and feedback) to the student.
4. Allows for a good deal of student-teacher and student-student (interaction).
5. Provides students with opportunities for (real-life situation) or hands-on, (application) activities.
6. (Integrates process skills), such as the information skills and concepts embodied in the library program, (with content area concepts).
7. Provides for (affective) or feeling responses and activities as well as for (cognitive) or thinking ones.
8. Makes creative use of media and other resources to give (visual) (and aural reinforcement) to lesson.
9. Provides for some sort of (evaluation) to determine whether objectives have been met and (follow-up) for reinforcement of lesson.

[1]The Reading Assessment and Improvement System (Hawaii: Department of Education, 1976) was used in compiling this list. In addition, the list was validated by a team of librarians and teachers who assisted with this guide.

Based on the gaps identified by using the "Characteristics of Effective Integrated Instruction" list, intervention can then be planned in appropriate places.

EXAMPLE: The instructor may conclude that there is a great deal of one-way telling and very little student-teacher interaction (see characteristic #4). Intervention will then need to consist of effective questioning to encourage more interaction.

■ Refer to the chapter on "Planning for Instructional Delivery" for lessons using student-teacher interaction.

Check on Effectiveness of Approach

Student results will need to be carefully monitored to verify that the approach selected was effective and that students have learned.

■ Refer to the chapter on "Assessment/Evaluation" for more information in this area.

Step 5: Check on other aspects of instructional delivery.

Two other factors to consider in analyzing instruction include the following:

- Classroom management techniques
- Appropriateness of materials

Classroom Management Techniques

No matter how intrinsically good a lesson may be, attention to management techniques is also important in order to succeed.

One important factor to consider is advance preparation so that each student will have resources appropriate to his/her level and have needed supplies on hand. This kind of preplanning eliminates time wasted.

A second factor is giving clear directions so that student will be on task from the start. This will also cut down on the number of students asking, "What are we supposed to do?" and "How are we supposed to do this?"

A third factor is effective organization of groupings. Some activities are better suited for whole class work; others are more effective if done in dyads, triads, etc. If work is carried out in small clusters, careful arrangement of group composition may maximize opportunities for peer tutoring to occur.

Appropriateness of Materials

Many of the commercial library skills materials need to be examined carefully before use. Some supposedly single activity pages contain multiple concepts, all of which students may not be equipped to deal with.

Audiovisual materials frequently have teachers' guides that contain follow-up discussion questions. These questions also need to be carefully examined since many tend to be on the recall level and generally there is no focus toward attaining any concept or generalization.

The main thing to keep in mind is the instructional objective you want the students to attain and to revise the materials accordingly.

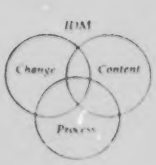
Summary

Analysis and planning enable teachers and librarians to know why they are doing what they are doing in order to meet the needs of their students. Such knowledge has two major benefits:

1. When teaching is successful, analysis identifies what is working so that these effective practices can be deliberately planned and used in future teaching. Thus, "things get better and better."

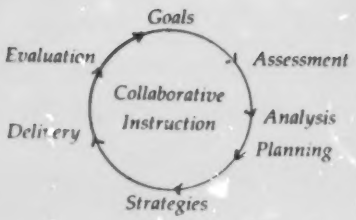
2. When students are not learning, analysis changes the focus from "I'm a failure" or "It's the students' fault" to problem-solving so that gaps are found where intervention is needed and planning a solution can begin.

IDM



This section relates to the analysis/planning step in the Instructional Process. For more information about this part of the Instructional Development Model (IDM) refer to Appendix A.

Planning for Instructional Delivery



Focus

This chapter includes the following: (1) a field tested approach to improving instruction, (2) the characteristics of effective integrated instruction, (3) suggestions for developing lessons, (4) suggestions for adapting lessons, (5) sample lessons and units, and (6) additional considerations for the secondary level.

Field Tested Approach to Improving Instruction

The field testing of the sample lessons and units included in this guide provided both participants and planners with valuable insight regarding an approach to instructional improvement progressing from adopting lessons to adapting them, and, finally, to developing lessons.

This approach is by no means the only approach possible; however, it is being presented here as a method that has been validated through field testing and that may prove useful to other interested librarians and teachers.

Refer to the chart on the following page for an explanation of this approach.

AN APPROACH TO INSTRUCTIONAL IMPROVEMENT

Stages	Outcomes	Support for teacher/librarian
1. ADOPTING LESSONS Sample lessons tried out "as is" or with minor adaptations.	1. Practice of effective teaching behaviors involving:[1] • positive/supportive interaction • direct instruction techniques • techniques to help students validate, apply. 2. Balanced use of these major types of teacher behaviors.	1. Peer buddy system: talk to librarians/ teachers who have already tried out sample lessons. 2. On site assistance from appropriate resource teachers available at the school.
2. ADAPTING LESSONS Sample lessons adapted to meet student needs more effectively or to create "new" lessons that maintained effective strategies and teaching behaviors but changed content or resources.	1. Heightened interest in improvement in the following areas: • objectives, concepts • instructional strategies/approaches • assessment/evaluation • analysis 2. Increased repertoire of specific teaching behaviors such as: • retrieving students' experiences through questioning to help them understand content concepts • applying, integrating skills through varied activities to help students retain, transfer learning.	1. Attend in-service sessions being offered at school, district, or state level on effective teaching behaviors, instructional strategies, concept development, etc.
3. DEVELOPING LESSONS Group lessons developed using "Characteristics of Effective Integrated Instruction."	1. Introduction to integrating learner, teacher behaviors with appropriate materials, strategies.	1. Work with other librarians, teachers with common goals. 2. Attend in-service sessions that give participants the opportunity to develop lessons with consultant assistance.

[1]"Stages in Effective Teaching and Learning (ETAL)," (Hawaii: Department of Education, 1982).

Characteristics of Effective Integrated Instruction

Effective instruction helps students to integrate new learnings meaningfully with what they already know and to apply what has been learned to other situations. The value to students of such instruction is that they will feel highly motivated and be better able to retain and to transfer their learning.

How this instruction is delivered is flexible. It may be the result of librarian/teacher teaming or the librarian or teacher teaching an integrated lesson alone. The important point is that students are helped to apply what is taught.

Instruction that has successfully integrated library/study skills and content area embodies most of the "Characteristics of Effective Integrated Instruction" listed in the chapter on "Analysis/Planning" (p. 96). By applying these characteristics to any lesson, a teacher or librarian can determine the soundness of the lesson.

As an example, one of the field-tested lessons (on "Bears") has been partially reproduced on the following page. After reading through the lesson, see how it is measured against the characteristics on p.105.

'Bears' Lesson

Steps Involved:

1. Have brown construction and manila paper ready at the seat of each child, before class arrives.

Finding students "E"

2. When class arrives, present picture of the brown bear and ask, "What is the name of this animal?" "What can you tell me about bears?" Record their response on the chalkboard or chart paper.

Building "E," "L," and "T"

3. Say, "Let's find out more about bears." Using pictures from National Geographic Magazine ask, "These are baby bears - what are baby bears called?" "What are these bears doing?" "What do bears eat - use this picture as a clue." "Look at this picture carefully - where do bears live?" "How do bears get their food - look at this picture for clues." "How do bears protect themselves from danger - let's look at this picture to help us answer that question."

Building awareness for fiction books

4. Hold up the book, Mr. Bear and the Robbers. Say, "I selected this book to read today - can anyone tell me why?" Let children come up with the relationship between the picture of the real bear with the bear on the cover of the book. Ask, "How are they alike?" "How are they different?" "Which is the real bear?" "How can you tell?" "If this is a make-believe bear (pointing to the bear on the book cover), will the story we are going to read today be real or make-believe?"

5. Present book, Mr. Bear and the Robbers. Ask, "Who are robbers - what do they do?" "What do you think this story will be about?" Take guesses. Then say, "Let's find out."

Directed Listening Thinking Activity

Directed Seeing Thinking Activity

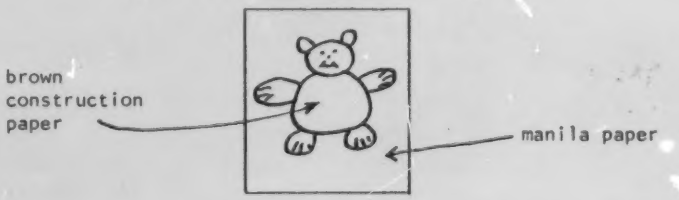
6. Read story aloud and at appropriate places, stop and ask, "What do you think will happen next?" Read on and show the pictures to validate guesses.

Generalizing

7. At end of story, ask, "What did you learn about real animals and where they live today?" Discuss. Also ask, "What did you learn about library books today?" Discuss.

Art activity for enjoyment, evaluation

8. Then ask children, "Which bear would you like to make - a real bear or make-believe bear?" Demonstrate for students how to tear (part by part) the brown construction paper and glue the pieces onto manila paper.



Complete features of the bear with crayons and help students label the parts. Also help each student write a story to match. (Do this either in the library or as follow-up in the classroom.)

9. Have students borrow books from a display of fiction (easy readers) and non-fiction books about bears. Explain briefly the difference between the make-believe stories about bears and books with information about real bears.

ANALYSIS OF "BEARS" LESSON

Yes	No	Characteristics of effective integrated instruction	"Bears" lesson
X		1. Uses the student's LET base	See left-hand column of notes.
X		2. Provides for some type of assessment	Informal assessment through use of questions; entry skills provided.
X		3. Uses cueing, feedback	See left-hand column of notes.
X		4. Provides for interaction	Questioning techniques used encourages interaction.
X		5. Provides for application	Art activity.
X		6. Integrates library skills and content	See concepts on "Diagram of Bears lesson" on p. 109.
X		7. Provides for affective responses	Reading of fiction story. Questions about feelings.
X		8. Provides visual and aural reinforcement	Use of picture, magazines, books.
X		9. Includes evaluation	Questioning at the end to see if students grasped the generalizations.

Suggestions for Developing Lessons

If you are planning to develop your own lessons, where do you begin?

The following is a suggested list of factors to consider in putting together an integrated lesson:

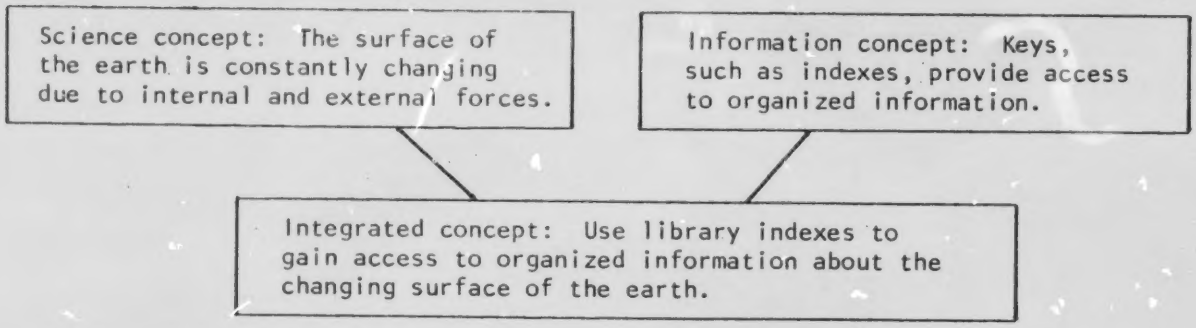
1. Start with an idea - e.g., a curriculum concept, a need you observe in the students, a current issue, an interest you detect in the students, an interest of your own that you want to share, or a final product you want students to create.

2. Identify a concept or skill that is related to your idea. Curriculum guides are helpful at this point.

3. Identify a concept or skill from another content area that you want to integrate with the original concept or skill.

4. Create an integrated concept/skill.

EXAMPLE:


Science concept: The surface of the earth is constantly changing due to internal and external forces.
Information concept: Keys, such as indexes, provide access to organized information.
Integrated concept: Use library indexes to gain access to organized information about the changing surface of the earth.

5. Assess students. Based on their needs, entry skills, and learning styles, determine where you should start and focus this lesson.

6. Develop the rest of the lesson being certain to build in most of the characteristics of effective integrated instruction.

   - Refer to Integrating Library Skills Into Content Areas: Sample Units and Lesson-Planning Forms (1979) for sample lesson-planning formats.

Suggestions for Adapting Lessons

An alternative to developing your own lessons is to adapt already existing plans. In making such modifications, however, the following should be considered:

1. Check lesson to be adopted or adapted against the characteristics of effective integrated instruction (see p. 96). Identify any characteristics that have not been met.

2. Think of your students. Do they have the entry skills to succeed at this lesson? Are there minor adjustments you need to make so the fit between the lesson and your students is comfortable? Are there gaps to be filled, (e.g., missing criteria that need to be met) before the lesson will be effective?

3. Make the needed adjustments.

4. Obtain needed materials or substitute appropriate alternatives.

There are numerous ways to start working with others to share and to build a data bank of lessons. Here are some possibilities:

- A cluster of teachers and librarians in a school could share what they have individually started to adapt.
- Librarians in a district might each identify at least one lesson that has worked very well for them, write it up in enough detail so that others could adopt it, and contribute it to start a district data bank.
- Effective adaptations of other lessons or lessons developed and validated could be shared and become part of a school or district data bank.
- School and district data banks could be shared with state and become the basis for publishing a supplementary data bank to this instructional guide.

NOTE: Regardless of how a data bank is compiled, it is critical that the lessons meet most of the characteristics of effective integrated instruction.

The ways in which lessons may be adapted are also limitless. In this section, four commonly used methods are explained:

1. Substituting resources
2. Substituting content
3. Expanding a lesson
4. Combining content

Method 1: Substituting resources

Lessons are frequently modified by substituting resource materials when suggested titles are not available or when items better suited to the needs of a specific group of students are found.

- Refer to the lessons on "Bears" (pp.113-115) and on "Chameleons" (pp. 116-118) in this chapter to see where field test librarians have appended alternative resources for these lessons.

Guidelines to keep in mind when substituting resources:

1. Does the fiction/easy story portray the concept (content objective) being taught?
2. Do non-fiction books, magazines, posters, study prints, filmstrips support and help build the child's Language, Experience, Thinking as directly related to the concept (content objective)?

As alternative materials for lessons are selected, consider the content for emotional effects as well as for information.

EXAMPLE: *A Thousand Pails of Water by Ronald Roy, (from the lesson on "Whales," pp. 127-130) has emotional appeal for students because they can relate to the main character in the story.*

Method 2: Substituting content

When strategies used in a particular lesson have worked well, these same techniques or processes may be used again with another content area or topic.

EXAMPLE: *A field test librarian who liked the "Bears" lesson adapted it to another lesson on elephants. On the following pages, both lessons are reproduced in the form of diagrams to highlight their similarities and differences.*[2]

- For another example of content substitution, refer to the unit on "Explorers" in Integrating Library Skills Into Content Areas: Sample Units and Lesson-Planning Forms (1979). Then look at the series of research units adapted from this original unit on pp. 164-179 in this chapter.

[2]For more information on the questioning and cueing strategies used in these lessons, refer to the following: Language Arts Strategies for Basic Skills, K-2 (Hawaii: Department of Education, 1979); Comprehension in the Content Areas, 3-6, Strategies for Basic Skills (1979); and Comprehension in the Content Areas, 7-12, Strategies for Basic Skills (1979).

Diagram of 'Bears' Lesson

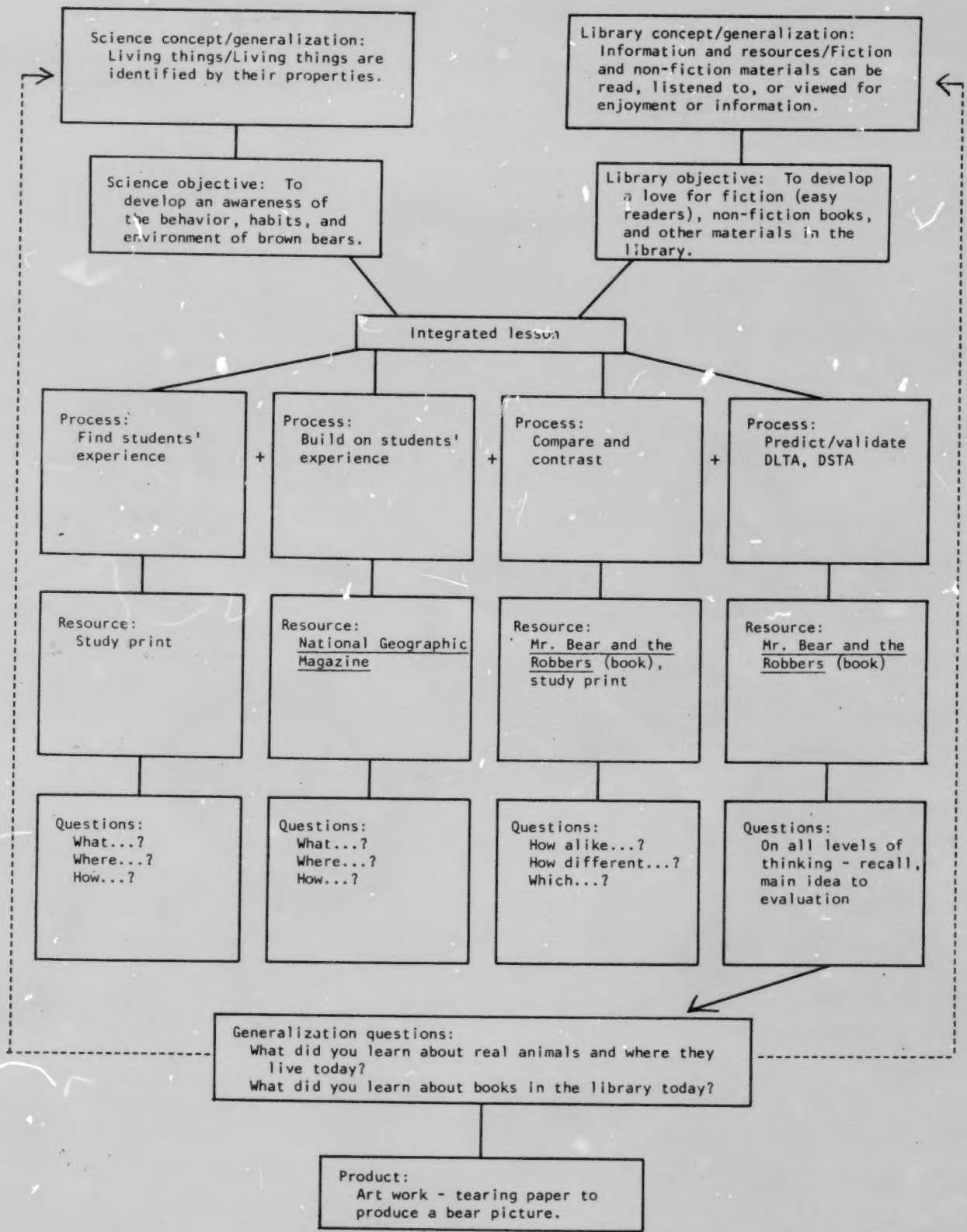
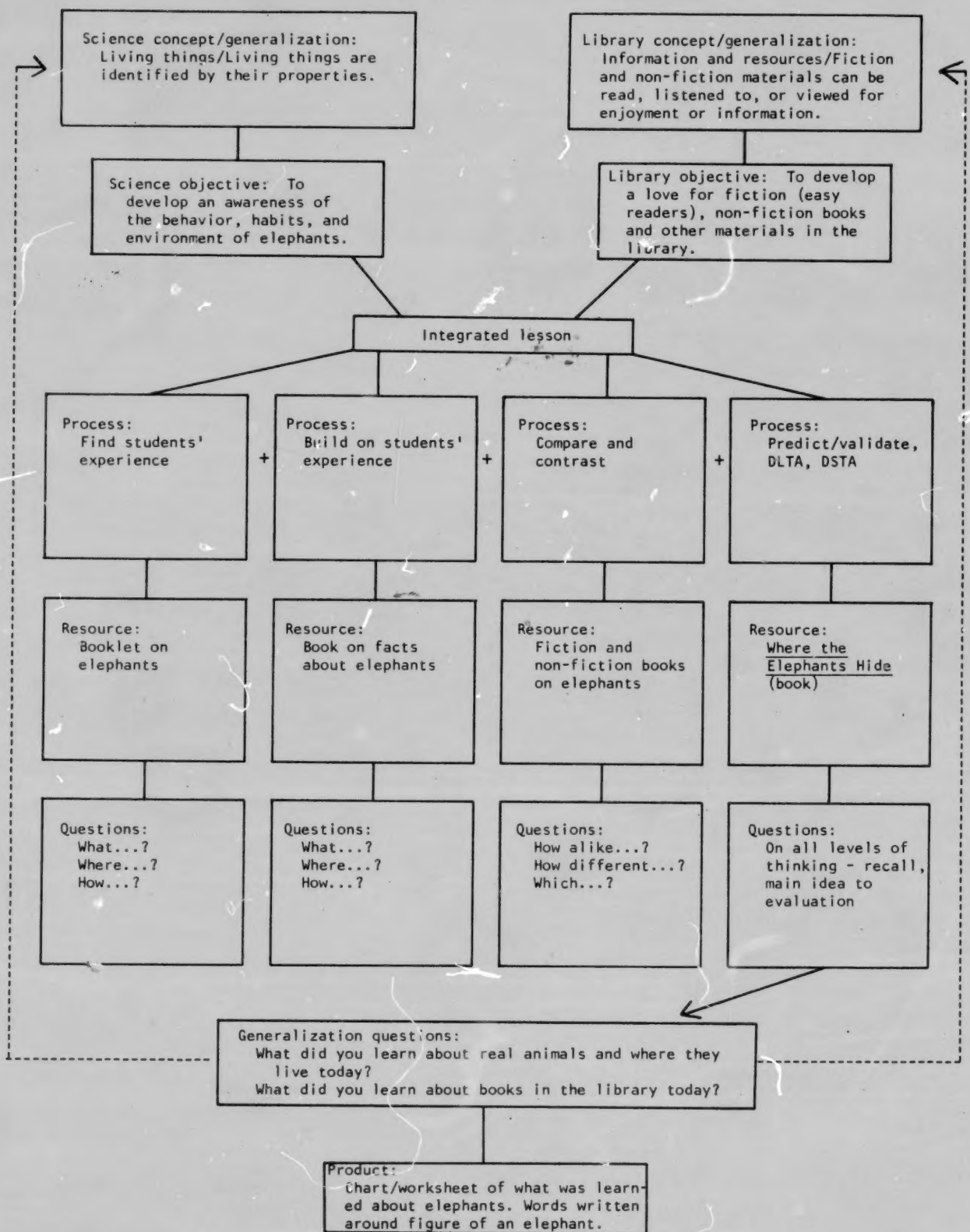

Science concept/generalization: Living things/Living things are identified by their properties.
Library concept/generalization: Information and resources/Fiction and non-fiction materials can be read, listened to, or viewed for enjoyment or information.
Science objective: To develop an awareness of the behavior, habits, and environment of brown bears.
Library objective: To develop a love for fiction (easy readers), non-fiction books, and other materials in the library.
Integrated lesson
Process: Find students' experience
+
Process: Build on students' experience
+
Process: Compare and contrast
+
Process: Predict/validate DLTA, DSTA
Resource: Study print
Resource: National Geographic Magazine
Resource: Mr. Bear and the Robbers (book), study print
Resource: Mr. Bear and the Robbers (book)
Questions: What...? Where...? How...?
Questions: What...? Where...? How...?
Questions: How alike...? How different...? Which...?
Questions: On all levels of thinking - recall, main idea to evaluation
Generalization questions: What did you learn about real animals and where they live today? What did you learn about books in the library today?
Product: Art work - tearing paper to produce a bear picture.

Diagram of 'Elephants' Lesson (Adapted from 'Bears' Lesson)


Science concept/generalization: Living things/Living things are identified by their properties.
Library concept/generalization: Information and resources/Fiction and non-fiction materials can be read, listened to, or viewed for enjoyment or information.
Science objective: To develop an awareness of the behavior, habits, and environment of elephants.
Library objective: To develop a love for fiction (easy readers), non-fiction books and other materials in the library.
Integrated lesson
Process: Find students' experience
+
Process: Build on students' experience
+
Process: Compare and contrast
+
Process: Predict/validate, DLTA, DSTA
Resource: Booklet on elephants
Resource: Book on facts about elephants
Resource: Fiction and non-fiction books on elephants
Resource: Where the Elephants Hide (book)
Questions: What...? Where...? How...?
Questions: What...? Where...? How...?
Questions: How alike...? How different...? Which...?
Questions: On all levels of thinking - recall, main idea to evaluation
Generalization questions: What did you learn about real animals and where they live today? What did you learn about books in the library today?
Product: Chart/worksheet of what was learned about elephants. Words written around figure of an elephant.

Method 3: Expanding a lesson

Another way to adapt a lesson is through magnifying or expanding a portion of it. This is especially critical if students need extra help in certain areas or if their interests dictate a need to spend more time on a certain point.

- For an example of lesson expansion, first look at the lesson on "Chameleons" on pp. 116-118 in this chapter. Then compare it with the adapted version of the lesson on pp. 119-123. The adaptation is identical except for the portions in italics. In addition, the adapted version strengthens the original by adding sub-objectives (in the "clouds") to provide a sharper focus for the questioning and cueing process.

Method 4: Combining content

This final method of adaptation allows for making connections between skills and concepts taught in one content area with skills and concepts taught in another. In library/study skills instruction this means linking its content with content in some other area.

- For an example of content combining, first look at the classroom lesson on "Cause and Effect" on pp. 180-185 in this chapter. Then go on to see how this particular critical thinking skill has been applied to a lesson on "Library Overdues" on pp. 186-192.

Sample Lessons and Units

This portion of the chapter contains a variety of lessons and units developed by practicing teachers and librarians. The lessons have been field-tested by fifty-four librarians across the state. The research units have been validated by a librarian and teachers and disseminated in workshops.

The following table is provided to give a quick overview to this section and also to increase accessibility to the lessons and units.

Overview of Sample Lessons and Units [3]

APPRECIATION OF RESOURCES:	Gr.	Pg.
Bears lesson	K-1	113
Chameleons lesson	1-2	116
Adaptation of Chameleons lesson	1-2	119
Codes lesson	2-3	124
Whales lesson	3-4	127
Handicaps lesson	4-5	131
Biographies lesson	5-6	136
RETRIEVAL OF RESOURCES AND INFORMATION:	**Gr.**	**Pg.**
Orientation lesson	1	139
Care of books lesson	K-2	142
Arrangement of materials & shelf labels lessons	2-3	147
Dictionaries and Encyclopedias lessons	4-5	152
Working bibliography lesson	7-9	159

USE OF INFORMATION:	Gr.	Pg.
Research Units:		
Confirming informal use in sharing	K	165
My family	1	166
Fun fair herbs	2	167
Holidays	2	171
Food for thought!	3	172
Hawaiian studies	4	173
Cultures: a closer look at Japan	3-4	174
Explorers	5	175
Drugs, anyone?	6	176
What I would like to be when I grow up	6	177
There is gold in them thar hills!	6	178
Cause and effect lesson	5-6	180
Library Overdues lesson	5-6	186
Taking notes lesson	7-8	193

[3]These lessons and units do not fall exclusively and neatly in these three categories. Although the lessons and units all touch on every area of emphasis, they have been placed in the areas they most strongly emphasize so that the reader can begin to get a sense of how these lessons differ.

Appreciation of Resources:

Bears

Appreciation of Resources: BEARS

Topic: Appreciation of Resources

Grade level: K-1

Time allotted: 30-45 minutes for lesson and to borrow books.

Objectives:

Library - To develop a love for fiction (easy readers), non-fiction books and other materials in the library.

Science - To develop an awareness of the behavior, habits and environment of the brown bear.

Materials/equipment needed:

1. Fiction (easy reader) book: Mr. Bear and the Robbers, by Chizuko Kuratomi.
2. National Geographic Magazine, Sept. 1975.
3. SVE study print of a brown bear (or a large colored photo of a brown bear).
4. Brown construction paper, 5"x8", enough for each child.
5. Manila paper, 9"x6", enough for each child.
6. Glue
7. Crayons

Entry skills required: Able to

1. Listen for 10-15 minutes.
2. Respond orally to questions.
3. Tear paper; use glue properly.
4. Follow directions.

Steps involved:

1. Have brown construction and manila paper ready at the seat of each child, before class arrives.

Finding students' "E"

2. When class arrives, present picture of the brown bear and ask,"What is the name of this animal?" "What can you tell me about bears?" Record their responses on the chalkboard or chart paper.

Building "E," "L," and "T"

3. Say, "Let's find out more about bears." Using pictures from National Geographic Magazine ask, "These are baby bears - what are baby bears called?" "What are these bears doing?" "What do bears eat - use this picture as a clue." "Look at this picture carefully - where do bears live?" "How do bears get their food - look at this picture for clues." "How do bears protect themselves from danger - let's look at this picture to help us answer that question."

Building awareness for fiction books

4. Hold up the book, Mr. Bear and the Robbers. Say, "I selected this book to read today - can anyone tell me why?" Let children come up with the relationship between the picture of the real bear with the bear on the cover of the book. Ask, "How are they alike?" "How are they different?" "Which is the real bear?" "How can you tell?" "If this is a make-believe bear (pointing to the bear on the book cover), will the story we are going to read today be real or make-believe?"

5. Present book, Mr. Bear and the Robbers. Ask, "Who are robbers - what do they do?" "What do you think this story will be about?" Take guesses. Then say, "Let's find out."

Directed Listening Thinking Activity
Directed Seeing Thinking Activity [4]

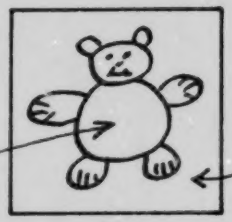
6. Read story aloud and at appropriate places, stop and ask, "What do you think will happen next?" Read on and show the pictures to validate guesses.

Generalizing

7. At end of story, ask, "What did you learn about real animals and where they live today?" Discuss. Also ask, "What did you learn about library books today?" Discuss.

Art activity for enjoyment, evaluation

8. Then ask children, "Which bear would you like to make - a real bear or make-believe bear?" Demonstrate for students how to tear (part by part) the brown construction paper and glue the pieces onto manila paper.



Complete features of the bear with crayons and help students label the parts. Also help each student write a story to match. (Do this either in the library or as follow-up in the classroom.)

[4]For more information on these strategies, refer to Language Arts Strategies for Basic Skills, K-2 (Hawaii: Department of Education, 1979), and Comprehension in the Content Areas, 3-6, Strategies for Basic Skills (1979).

9. Have students borrow books from a display of fiction (easy readers) and non-fiction books about bears. Explain briefly the difference between the make-believe stories about bears and books with information about real bears.

Evaluation:

Check (by observing) how children apply concepts in products (art work).

Follow-up activity: In the classroom

Continue to read aloud, fiction (easy readers) stories with related non-fiction books, e.g., read aloud, Someone is Eating the Sun, by Ruth A. Sonneborn (fiction story about the eclipse of the sun), and, also, share non-fiction books about the real eclipse of the sun. Discuss with students the concept of make-believe and real.

Background information:

FPO 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Learning to speak (producing language), read and listen (receiving language)

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Science Curriculum Guide, Grades K-6.

Science concept/generalization: Living things/Living things are identified by their properties.

Library concept/generalization: Information and resources/Fiction and non-fiction materials can be read, listened to, or viewed for enjoyment or information.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Substitute art activity - color picture of a bear.*
2. *Use with an older class (e.g., grade 2) and introduce terms "fiction," "non-fiction." Have students draw pictures of bear as follow-up activity. During following class visit, each student shares picture and uses terms "fiction" and "non-fiction" appropriately.*
3. *Use overhead projector to label parts of the bear and demonstrate its construction.*
4. *Use flannel board to construct bear, part by part.*
5. *Have kindergarten students dictate story to go along with art activity product.*

Alternative resources:

1. *Little Bear's Christmas, by Janice Brustlein*
2. *Little Bear's Thanksgiving, by Janice Brustlein*
3. *The Friendly Bear, by Robert Bright*

Appreciation of Resources:

Chameleons

Topic: Appreciation of Resources

Grade level: 1-2

Time allotted: 30-45 minutes for lesson and to borrow books.

Objectives:

Library - To develop a love for fiction (easy readers), non-fiction books.

Science - To develop an awareness of the characteristics of the chameleon.

Materials/equipment needed:

1. Fiction (easy reader) book: A Color of His Own, by Leo Lionni
2. Non-fiction books: (1) Creepy Crawly Things: Reptiles and Amphibians, ed. by National Geographic; (2) The Remarkable Chameleon, by Lilo Hess; (3) The World Book Encyclopedia, C-Ch
3. Manila paper, 5"x8", enough for each student
4. Pencil, crayons

Entry skills required: Able to

1. Listen for 15 minutes
2. Respond orally to questions
3. Draw with pencil; use crayons properly
4. Understand idea of "make-believe" and "real" books

Steps involved:

1. Have manila paper ready at the seat of each child, before class arrives.

Finding students' "E"

2. When class arrives, present picture of chameleon from Creepy Crawly Things: Reptiles and Amphibians. Ask, "What animal is this?" "Take a guess - use the picture to help you." If need to, give clues: belongs to lizard family; name begins with a "C" (sound out hard C).

Building "E," "L," "T"

3. Ask, once animal has been identified, "What do you know about chameleons?" "Let's look at this picture again to give you clues." Discuss.

Building "E," "L," "T"

Developing concepts through thinking relationships - compare/contrast

4. Using pictures from The Remarkable Chameleon say, "Let's find out more about chameleons." Compare and contrast the characteristics of humans (using students as subjects) with the characteristics of a chameleon (e.g., eyes, toes, legs, tongue). Discuss.

   Use The World Book Encyclopedia to explain how chameleons change color.

5. Hold up story, A Color of His Own and say, "Here's a story about a chameleon that wanted a color of his own."

6. Read and show pictures from the story.

7. At end of story, ask," Why did the author write this story, A Color of His Own?" Then ask, "Why did the authors write Creepy Crawly Things, The Remarkable Chameleon, and the article in World Book Encyclopedia?" "How are these books alike?" "How are they different?" Record children's responses on chalkboard.

   Add words FICTION and NON-FICTION at end of their responses.

Generalizing

8. Ask, "What did you learn about real chameleons?"

Convergent/ Divergent Thinking

9. Say, "Make believe YOU are a chameleon." "Where are you?" "What do you look like?" "What are you doing?" Draw a real or imaginary chameleon. (This activity can also be done as a follow-up activity in the classroom.)

10. Invite students to borrow books.

Evaluation:

1. Listen to oral responses of students and check back (mentally) with science objective.
2. Observe art work of students for characteristics of a chameleon.

Follow-up activity: In the classroom

Continue to read aloud fiction (easy readers) stories with related non-fiction books, e.g., read aloud, The Tale of Peter Rabbit, by Beatrix Potter (fiction), and, also share non-fiction books about real rabbits. Discuss with students the concept of make-believe and real, using the words fiction and non-fiction.

CHAMELEONS

Background information:

FPO 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Learning to speak (producing language), read and listen (receiving language).

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Science Curriculum Guide, Grades K-6.

Science concept/generalization: Living things/Living things are identified by their properties.

Library concept/generalization: Information and resources/Fiction, non-fiction materials can be read, listened to, or viewed for enjoyment or information.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Substitute art activity - use ditto sheet of a chameleon. Have students color the chameleon, draw and color its perch, and write facts about it around its body.*
2. *Display live chameleons.*
3. *Add classroom follow-up activity - have students make a chameleon chart and compose a group poem about it.*

Alternative resources:

1. *Tricks Animals Play, by Jan Clarkson*
2. *Chameleons and Other Quick Change Artists, by Hilda Simon*

Appreciation of Resources:

Chameleons — Adapted

Topic: Appreciation of Resources

Grade level: 1-2

Time allotted: 30-45 minutes for lesson and to borrow books.

Objectives:

Library - To develop a love for fiction (easy readers), non-fiction books.

Science - To develop an awareness of the characteristics of the chameleon.

Materials/equipment needed:

1. Fiction (easy reader) book: A Color of His Own, by Leo Lionni
2. Non-fiction books: (1) Creepy Crawly Things: Reptiles and Amphibians, ed. by National Geographic; (2) The Remarkable Chameleon, by Lilo Hess; (3) The World Book Encyclopedia, C-Ch
3. Manila paper, 5"x8", enough for each student
4. Pencil, crayons

Entry skills required: Able to

1. Listen for 15 minutes
2. Respond orally to questions
3. Draw with pencil; use crayons properly
4. Understand idea of "make-believe" and "real" books

Steps involved:

1. Have manila paper ready at the seat of each child, before class arrives.

2. When the class arrives, present picture of chameleon from The Remarkable Chameleon.

Cueing objective: Name-chameleon; chameleon belongs to lizard family

a. Can anyone guess what animal this is?

b. *Does it look like something you might see crawling on your screen at night?*

c. If needed: The name of this special lizard begins with a "c" (sound of hard "c").

d. If no responses are made, tell them what it is.

Finding students' "E"

3. Ask, once animal has been identified, "What do you know about chameleons?" "Let's look at this picture again to give you clues." (Accept any response.)

Building "E," "L" and "T"

4a. Using pictures from The Remarkable Chameleon say, "Let's find out more about chameleons." Students will compare and contrast the characteristics of humans (using themselves as subjects) with the characteristisc of a chameleon (e.g., eyes, toes, legs, tongue, etc.).

Cueing objective: Chameleons and humans have similarities and differences.

Developing concepts through relationships - comparison/contrast

a. How is a chameleon like you? (They have eyes, legs, toes, tongue...) or

b. Look at yourself. What do you have that a chameleon has?

For each thing mentioned above (eyes, tongue...) ask:

c. Is it like yours? If not, how is it different?

d. How else is a chameleon different? What do chameleons have that you don't have? (horns, tail)

Begin to chart students' responses on chart:

Additional information to be added in the end as children generalize (See #7-8)

Remarkable Chameleon		Color of His Own "make-believe" Fiction
World Book Encyclopedia "real" Non-Fiction		
1) _____		1) _____
2) _____		2) _____
3) _____		3) _____

4b. To explain how chameleons change color, introduce the World Book Encyclopedia.

Cueing objective: Chameleons change colors according to light, temperature, emotions

DLTA to set purpose for listening

a. Do you know why chameleons change color? (Predicting)

b. Let's find out why chameleons change color. (Find out reasons for color change and validate students' responses by reading the encyclopedia.)

c. What did we find out from the encyclopedia? (Why do chameleons change color? Light, temperature, emotion.)

5. Here's another kind of book about a chameleon. Hold up book, Color of His Own, and say, "This is a story about a chameleon who wanted a color of his own."

DLTA to give purpose for listening

   a. *Why do you suppose this chameleon wants a color of his own? (Predicting/applying - accept any response.)*

   b. *Do you think he'll be able to get a color of his own?*

6. *Read and show pictures from the story to validate predictions.*

7. At the end of the story, compare the resources used in the lesson.

Cueing objective: Make-believe "fiction books" are written for enjoyment.
Real "non-fiction" books are for information.

   a. *How did this book (Color of His Own) make you feel?*

   b. *Why do authors write stories like this? (For enjoyment)*

Convergent-comparison/contrast

   c. *Hold up Remarkable Chameleon and The World Book Encyclopedia and say, "Did these books make you feel the same way?" "How are they different from Color of His Own?"*

   d. *Why are books like The Remarkable Chameleon and encyclopedias written? (For information/knowledge)*

At this point, introduce and write on chart, FICTION and NON-FICTION.

Cueing objective: Awareness of characteristics of chameleons

Generalizing

8. What did you learn about real chameleons?

Convergent/ Divergent Thinking

9. Say, "Make believe YOU are a chameleon." "Where are you?" "What do you look like?" "Where are you going?" "Draw a real or imaginary chameleon and (optional) write a few sentences to tell what your chameleon is like."

10. Invite students to borrow books.

Evaluation:

1. As you listen to students' oral responses, check back mentally with science objectives.
2. Observe art work and written work of students for characteristics of chameleons.

Follow-up activities: Integrating lesson with various content areas:

1. *Art/Language Arts*

"Make believe YOU are a chameleon. Where are you? What do you look like? What are you doing? Draw a real or imaginary chameleon."

Write a story about your chameleon.

2. *Library Skills/Language Arts*

Continue to read aloud fiction (easy readers) stories with related non-fiction books, e.g., read aloud, The Tale of Peter Rabbit, by Beatrix Potter, and, also share non-fiction books about real rabbits. Discuss with students the concept of make-believe and real, using the words fiction and non-fiction.

3. *Science/Language Arts*

Do a science experiment in the classroom.

a. *Catch chameleons.*

b. *Experiment with them to see color changes.*

1) *What changes in color do you notice as you place the chameleons in different places according to the differences in temperature and light?*

2) *Frighten or tease a chameleon. What happens to their color when*

--they are frightened?

--they are teased?

--food is placed before them?

--they are left alone without disturbances?

3) Record data.

4) Write an article about chameleons (from observation).

Take words such as "camouflage" or "molting."

a. Find out about other animals that use camouflage for protection and make a chart.

b. Find out about other animals that molt and make a chart.

Appreciation of Resources:

Codes

Topic: Appreciation of Resources

Grade level: 2-3

Time allotted: 30-45 minutes for lesson and to borrow books.

Objectives:

Library - To develop a love for fiction (easy readers) and non-fiction

Language - To develop an awareness for the use of codes and ciphers.

Materials/equipment needed:

1. Fiction (easy reader) book: The Secret Birthday Message, by Eric Carle.
2. Non-fiction book: Codes for Kids, by Burton Albert.
3. Copies of the "Secret Birthday Message," enough for each student.
4. Copies of the "Pictograms" (from Codes for Kids, p. 9), enough for each student.
5. Pencils.

Entry skills required: Able to

1. Listen for 15-20 minutes.
2. Respond orally to questions.
3. Work independently.
4. Understand idea of fiction and non-fiction books.

Steps involved:

1. Have the "Secret Birthday Message" (taken from the book of the same title) folded, like a letter to be mailed, ready at the seat of each student before the class arrives.

Retrieving students' "E"

2. When the class arrives, instruct students NOT TO OPEN the letter yet. Ask, "How many of you have had birthday presents from your mom and dad?" "How many of you have had to guess what you were going to get for your birthday present?"

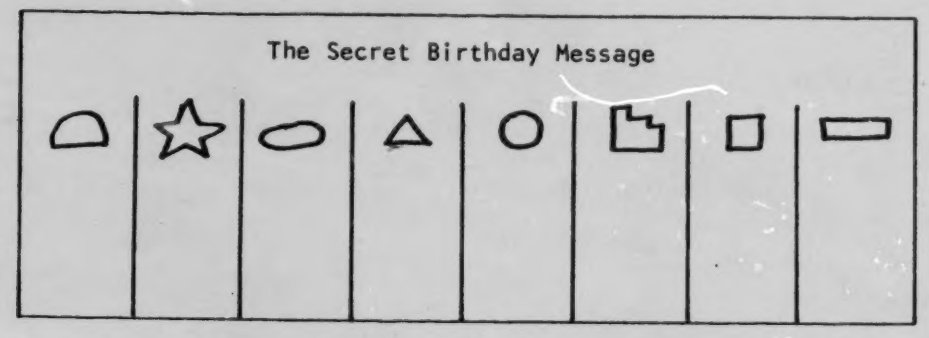
3. Present story The Secret Birthday Message. Say, "Here's a story about Tim and how he had to guess what he was going to get for his birthday from his mom and dad." Read story until, "And this is what it said:"

Creating an interest in "words"

Have students unfold letters. Say, "This is the secret birthday message that Tim received from his mom and dad. Read it silently to yourself and see if you can figure out the secret message." Allow one minute for silent reading. Then say, "Let's read it together - I'll read it aloud while you follow along silently with your eyes." Read the message, and substitute the sound "hum" for each symbol/picture.

Creating an interest in "words"

4. Have the symbols/pictures drawn on the chalkboard, before the class arrives, e.g.:



Leave space below each symbol/picture to record student responses (suggestion: make columns, separating each symbol/picture).

Developing "L"

5. Say, "Now, let's try to figure out this message together, then, we'll read the story to find out what the message <u>really</u> is." Ask," What do you think this first symbol is? Let's read the sentence again." Read aloud the first sentence, substituting the sound "hum" for the first symbol/picture. Record student responses/guesses. Repeat this procedure until all symbols/ pictures are completed.

6. Read the story aloud and show students the pictures to validate their guesses.

7. Mention that the story <u>The Secret Birthday Message</u> is a fiction book. Review (briefly) term FICTION.

8. Hold up book, <u>Codes for Kids</u>, and mention that this book is non-fiction. Review (briefly) term NON-FICTION.

9. Ask students to guess what <u>Codes for Kids</u> is about. Validate by showing students the various examples of codes from the book.

Generalizing

10. Distribute ditto sheet with "Pictograms" to decipher. Explain to students that this is just <u>one</u> type of code to solve from the book <u>Codes for Kids</u>. Say, "Let's try one pictogram together." Read and try to solve pictogram together. Ask, "What have you learned about codes today?" (This can also be done as follow-up activity in the classroom.)

11. Have students borrow books from display of non-fiction books about codes and ciphers.

<u>Evaluation</u>:

Listen to oral responses of students - especially use of "hard" or "new" or "unusual" words to describe the symbols/pictures.

Follow-up activity: In the classroom

If interest is high, have students create secret messages for rest of class to decipher.

Background information:

FPO 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Learning to write and speak (producing language), and to read and listen (receiving language).

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Comprehension in the Content Areas 3-6, Strategies for Basic Skills.

Library concept/generalization: Information and resources/Fiction, non-fiction materials can be read, listened to, or viewed for enjoyment or information.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Pass out the letters (either librarian or teacher) to students whose hands go up in response to the question, "How many can keep a secret?"*
2. *Substitute other codes for pictograms - hand talk, picture signs, street signs, alphabet code, etc.*
3. *Extend lesson by discussing general classification for code books, subject card in the card catalog.*
4. *Link to basal reader (e.g., Ginn 360 Reading Series, Level 8).*
5. *Add follow-up activity - have students use pictograms to write Valentine messages to parents.*
6. *Add follow-up activity - have students make their own Christmas codes.*

Alternative resources:

1. *Codes, Ciphers, Secret Writing, by Martin Gardner*
2. *Jack and Jill (magazine - pictograms in monthly issues)*

Appreciation of Resources:

Whales

Topic: Appreciation of Resources

Grade level: 3-4

Time allotted: 45-60 minutes for lesson and to borrow books.

Objectives:

Library - 1) To develop an awareness of Dewey Decimal Classification System. Focus on 599.5 (whales).
2) To develop an awareness of periodicals as a source of information. Focus on National Geographic Magazine (whales).
3) To develop awareness of a type of fiction story. Focus on realistic fiction (whales).
4) To develop a love for fiction and non-fiction books.

Conservation - To develop an awareness of the need for man's wise use of animals (whales) for food and commercial products.

Materials/equipment needed:

1. Great Whales, by Herbert Zim
2. Whales, by Helen Hoke
3. Blue Whale, Vanishing Leviathan, by Joseph J. Cook
4. National Geographic Magazine, Dec. 1976
5. A Thousand Pails of Water, by Ronald Roy
6. Folder paper, pencils
7. Poster: "A Whale Is Killed Every 14 Minutes," Instructor (Aug./Sept. 1975)

Entry skills required: Able to

1. Listen for 20 minutes.
2. Respond orally to questions.
3. Understand the term "fiction," "non-fiction."
4. Copy information from chalkboard.

Steps involved:

1. Have the following items on the chalkboard before the class arrives:

   a. Write the title: WHALES: VANISHING GIANTS.
   b. Display the poster entitled: A WHALE IS KILLED EVERY 14 MINUTES.
   c. Draw picture of the Blue Whale and a Brontosaurus, comparing the size of both.

2. As students arrive, ask:

Finding students' "E" and "L"

"What do you think the title WHALES: VANISHING GIANTS means?" "What does the word GIANT have to do with the size of whales?" Discuss the drawing on the chalkboard of the Blue Whale and the Brontosaurus. (Blue Whale larger than even the Brontosaurus.) "What does the word VANISHING mean?" "Is there such a thing happening? Explain." "Why do you think this is happening?"

3. Explain to students:

Building "E," "L," "T"

Whales come in different shapes and sizes. Use pictures and information from book, Great Whales (599.5).

How and why man hunts for whales. Use pictures and information from National Geographic Magazine, Dec. 1976.

What man is doing to help the whales. Use pictures and information from National Geographic Magazine, Dec. 1976.

4. Discuss the poster, A WHALE IS KILLED EVERY 14 MINUTES. Ask students:

"How many whales were killed since our library lesson began 15 minutes ago?" "How many whales will be killed by the time this library period is over?" "How many whales will have been killed between the time you started school today at 8:00 a.m. and the time school ends at 2:00 p.m.?" Figure it out together on chalkboard.

5. Prepare students for the fiction story, A Thousand Pails of Water.

Tell students about the author. (Author is a sixth grade teacher, concerned about the conservation of whales and all living creatures.)

Directed Seeing Thinking Activity

Instruct students, "Look at the picture on the cover of this book. What do you see?" Discuss.

Ask students, "What do you think the title means?" (A Thousand Pails of Water). Students guess, using picture on the cover as a clue along with other information gained during the lesson from whale books and National Geographic articles.

6. *Directed Listening Thinking Activity*

Read the story, stopping at key places to have students predict what will happen next. Read on to validate their predictions. (Students will use information gained in lesson to make predictions.)

Generalizing

7. At the end of the story, ask students, "Was the story believable?" "Why?" (Students will use information gained in the lesson from whale books and National Geographic Magazine and relate that information to the story.)

8. Ask students, "What would you say is the most important thing you learned today about man and whales?"

   Option: Have students write their response to the question, citing where they got the information from (awareness of bibliographies).

9. Select a student to read the Dewey number (599.5) on the spine of the whale books used in the lesson. Ask students, "What do you notice about the Dewey number and the titles of the books?" (Dewey numbers will be the same, but titles will be different. Also, all titles are about whales.) Point to list on chalkboard for visual reinforcement.

10. Ask students, "How are magazines, like the National Geographic Magazine (hold up magazine used in lesson), similar to books, like the whale books (hold up a whale book used in the lesson)?" (Both have information.)

11. Allow students time to borrow books and magazines.

Evaluation:

1. Listen to student responses to questions asked during lesson. Ask appropriate questions based on student responses.

2. Observe students going to 599.5 section on the bookshelf to borrow whale books; observe students going to the magazine section to borrow National Geographic Magazine, Ranger Rick, etc.

3. Begin a "reserve" book list for whale books used during the lesson and the story, A Thousand Pails of Water.

Follow-up activities: In the classroom

1. Collect more information from Greenpeace.

2. Invite speaker from Greenpeace to talk about Humpback Whales (Hawaii is breeding area for Humpbacks).

3. Watch Channel 11, ETV special on Humpback Whales.

4. Walk to save the whales - sponsored by Greenpeace.

WHALES

Background information:

FPO 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Learning to speak (producing language), read and listen (receiving language).

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Environmental Education K-12 Curriculum Guide (1981).

Environmental Education concept/generalization: Terrestrial environments/ The biological and physical resources of earth are limited.

Library concept/generalization: Information and resources/Information is frequently categorized, e.g., by subject, by fiction or non-fiction.

Appreciation of Resources:

Handicaps

Topic: Appreciation of Resources

Grade level: 4-5

Time allotted: 45-60 minutes for lesson and to borrow books.

Objectives:

Library - To develop a love for fiction and non-fiction books.

Special Education - To develop an awareness of why some children have difficulty because of a reading-learning disability.

Materials/equipment needed:

1. Non-fiction book: Like It Is: Facts and Feelings About Handicaps from Kids Who Know, by Barbara Adams.
2. Fiction book: Today was a Terrible Day, by Patricia Giff.
3. Ditto sheet with 2 paragraphs about a mole (see p. 133), enough for each student.
4. Ditto sheet with song "I am what I am" (see p. 134), enough for each student.
5. 8 sheets of construction paper, 4"x18", for signs (to be used by librarian). Place the following on the signs:

Sign #1	Learning Disability
Sign #2	b | d
Sign #3	p | q
Sign #4	saw | was
Sign #5	great | gneat
Sign #6	ʇ ᗡ ϑ ⊥ ᘿ
Sign #7	disability
Sign #8	but, bat, bet, bit (sound-alike)

used with story Like It Is: Facts and Feelings About Handicaps

(great spelled backward and with alphabets reversed)

HANDICAPS

Entry skills required: Able to

1. Listen for 20-25 minutes.
2. Respond orally to questions.
3. Sing song "I am what I am."
4. Understand terms "fiction" and "non-fiction."

Steps involved:

Building "E"

1. Present typed (first) paragraph about moles to students (how a learning disabled student would see it.) See next page for exercise.

2. Have different student read each line aloud. Ask students, "What were some of your feelings when you tried to read the sentences?" "What would you think of a student who had problems reading?" "What would you call this type of problem?" Explain that many children with learning disabilities experience reversals of letters like b/d, p/q, and words like saw/was.

Listening/ building "E" with non-fiction

3. Present true story of Matt Ward from Like It Is. Stop at appropriate sections in story to demonstrate or discuss.

Thinking, feeling

4. "Let's go back to our paragraph about the mole." "How would you feel about reading if you always saw words that way?"

Analyzing the problem learning disabled students have

5. "Let's read the paragraph below." "Remember, students with learning disabilities reverse letters like b/d, p/q, and words like saw/was." "As you read each sentence aloud, let's look at the matching sentence above and see how a learning disabled student saw it."

Directed Seeing Thinking Activity (DSTA)

6. Presenting the story: Hold up Today was a Terrible Day. Ask students, pointing to cover of book, "What do you see?" "What might have happened to make it a terrible day?"

Directed Listening Thinking Activity + DSTA

7. Read story, and show pictures stopping at appropriate places to ask questions, e.g., "How do you think Ronald Morgan feels - look at this picture carefully?" "How do other students feel about Ronald Morgan - how can you tell?" "How does Miss Tyler feel about Ronald Morgan - how can you tell?" Continue to read, predict and validate.

Expressing feelings

8. Sing the song, "I am what I am" (see p. 134). Discuss how the words of the song relate to the lesson.

9. Have students borrow books.

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HANDICAPS

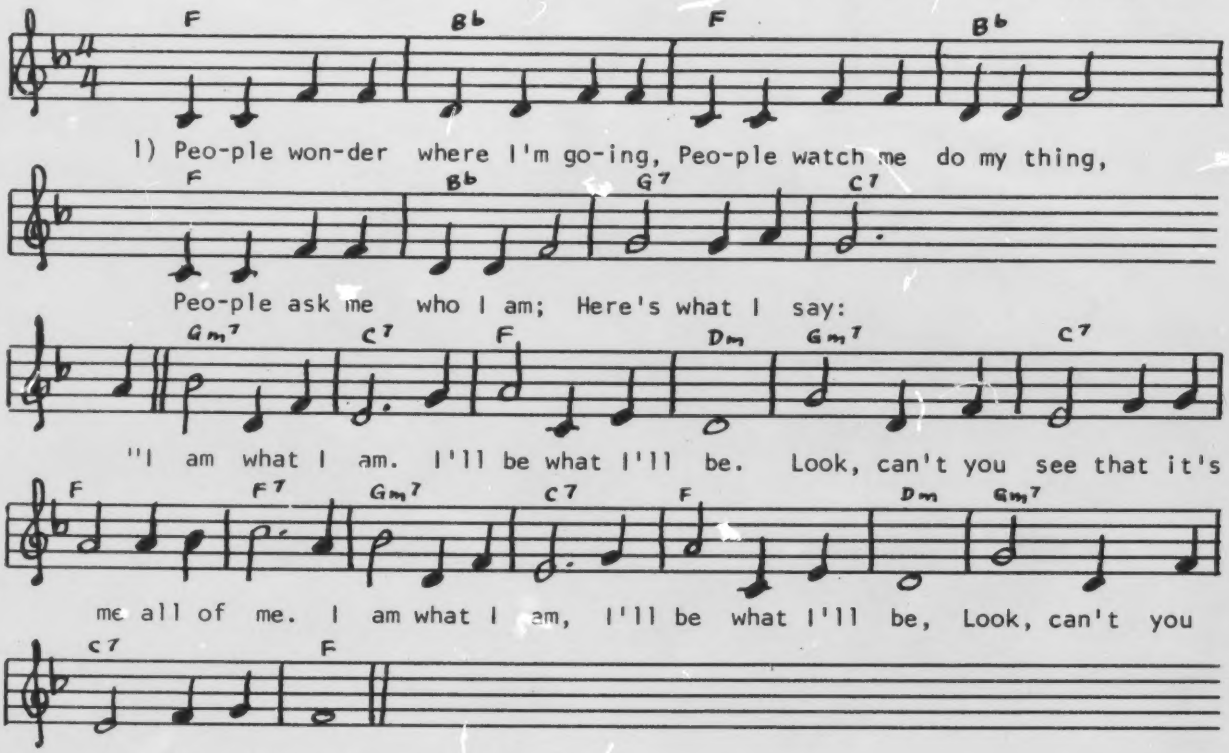
(Paragraphs on the mole)

First fo all, eht nole qushes it's sharq mose niot eht soil ot test ti. To qass eht test, eht soil nist de loose os eht nole cam big niot ti easily. ehT harb working nole them shoves eht birt ot ome sibe with it's dig forefeet. Them it qushes it's doby againsst eht sibe and roof.

First of all, the mole pushes its sharp nose into the soil to test it. To pass the test, the soil must be loose so the mole can dig into it easily. The hard working mole then shoves the dirt to one side with its big forefeet. Then it pushes its body against the side and roof.

I AM WHAT I AM

Roy Sakuma & Jill Chinen


F Bb F Bb
1) Peo-ple won-der where I'm go-ing, Peo-ple watch me do my thing,
F Bb G7 C7
Peo-ple ask me who I am; Here's what I say:
Gm7 C7 F Dm Gm7 C7
"I am what I am. I'll be what I'll be. Look, can't you see that it's
F F7 Gm7 C7 F Dm Gm7
me all of me. I am what I am, I'll be what I'll be, Look, can't you
C7 F
see that it's me."

2) Now myself I'd like to be Reaching out feeling free,
Doing good where I can with this in my heart:

3) See them going their own way, See them doing their own thing.
They begin to understand; Now they sing with me:

COPYRIGHT ©

Roy Sakuma & Jill Chinen
3555 Harding Avenue, Room #1
Honolulu, Hawaii 96816

NOTE: The song is also available on the album, "Danny Kaleikini: I Am What I Am" (DK Records, 1980)

HANDICAPS

Evaluation:

Listen to and watch student responses throughout activities, focusing on feelings.

Follow-up activity: In the classroom

1. Encourage students to read books about children with handicaps; discuss what they read.
2. Show sound filmstrip and discuss: It's Just Me: The Learning Disabled Child in the Regular Classroom, Paramount Communications.

Background information:

FPO II: DEVELOP POSITIVE SELF-CONCEPT - Understanding and relating effectively with others - Relates personal traits and behaviors to one's interaction with many different people in a variety of situations.

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Elementary Social Studies Program Guide (1981).

Social studies concept/generalization: Self-identity/Each human being is different physically, mentally, and emotionally from others, and yet is like others in needs, feelings.

Library concept/generalization: Information and resources/Fiction, non-fiction materials can be read, listened to, or viewed for enjoyment or information.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Add writing activity - "How do you feel when you have a terrible day?"*
2. *Add art activity - make an Easter Seal bookmark.*
3. *Write a bio-poem - student writes a poem about self following a specified structure.*

Alternative resource:

1. *Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst*

Appreciation of Resources:

Biographies

Topic: Appreciation of Resources

Grade level: 5-6

Time allotted: 45 min. for lesson and to borrow books.

Objectives:

Library - To develop an awareness and appreciation for different types of books - focus on Biographies.

Social Studies - To develop an awareness of how the lives and contributions of famous people make an impact on society.

Materials/equipment needed:

1. Biography books: (1) Sadako and the Thousand Paper Cranes, by Eleanor Coerr, (2) The Story of Albert Einstein, by Mae Blacker Freeman, (3) Touch of Light: The Story of Louis Braille, by Anne E. Neimark.
2. Newspaper article about John Lennon, Star Bulletin, Dec. 14, 1980.
3. Song from album, Imagine, by John Lennon with words on a handout.
4. A "touch card" - Braille alphabet and numbers used by the blind.

Entry skills required: Able to

1. Listen for 20-30 minutes.
2. Respond orally to questions.

Steps involved:

Drawing out "E" from students, clarifying "L."

1. Students orally compare and contrast the meaning of three words:

   Autobiography
   Bibliography
   Biography

2. Librarian discusses the newspaper article about John Lennon.

Building "E" - starting with what is familiar to students. Students engaged in discussion.

a) Ask classroom teacher, "Who was John Lennon?" (Students may be too young to remember him.)
b) Read excerpts from newspaper article about John's daily routine, why he composed music, how he composed music.
c) Ask students, "Is this article an example of an autobiography, bibliography, or biography?"
d) Ask students, "Does this article discuss John's whole life or just part of it?"

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Building listening skills

DLTA

3. Listen to song, "Imagine," composed by John Lennon.

   a) Explain to students that this song was composed during the time of the Vietnam War.
   b) Ask students, "What do you think this song will be about?"
   c) Play the song.

4. Discuss the message of the song to validate their guesses.

   Ask students, "Why do you suppose millions of people bought this particular record?"

5. Ask students, "What was John's major contribution to us?"

6. Present the biography, Touch of Light: The Story of Louis Braille.

Drawing out students' "E"

   Ask students, "Where have you heard the name Braille before?" "Are we still using the Braille system today?" "How long have we been using the Braille system?"

7. Booktalk the biography, Touch of Light: The Story of Louis Braille.

   Ask students, "Does this biography discuss Louis' whole life or just part of it?"

8. Show students sample of Braille card.

   Ask students, "What was Louis' major contribution to us?"

9. Continue on with the biographies of:

   a) Sadako Sasaki in Sadako and the Thousand Paper Cranes.
   b) Albert Einstein in The Story of Albert Einstein: A Biography for Young Readers.

10. Use same procedure for Sadako and Einstein as with Louis Braille.

11. At end of booktalk, ask students, "Why are biographies written?" Have students write their response to the question. If time permits, share a few responses orally.

Evaluation:

1. Listen to oral responses of students throughout the lesson to see if students are "on track."
2. Read written responses. Check back with social studies objective.
3. Observe students borrowing biography books.

BIOGRAPHIES

Follow-up activities: In classroom

Discuss the lives and contributions of famous people in Hawaii (living today). Find books and other material about these people.

Background information:

FPO 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Learning to read and listen (receiving language).

SPE: Library: Selects and reads both simple fiction and non-fiction independently.

Curriculum guide reference: Elementary Social Studies Program Guide (1981).

Social studies concept/generalization: Culture/All humans are capable of creating and participating in culture.

Library concept/generalization: Awareness of different library resources with a focus on biographies.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Substitute other famous people to open the lesson.*
2. *Display on bulletin board symbols to represent each famous person (e.g., folded paper cranes for Sadako, "E-MC^2" for Einstein).*

Alternative resources:

1. *People (magazine).*
2. *Ron Leflore, by Marshall Burchard*
3. *Story of My Life, by Helen Keller (Secondary - gr. 9)*
4. *Amos Fortune, Free Man, by Elizabeth Yates*
5. *Damien, the Leper Priest, by Anne Neimark*
6. *Something for Joey, by Richard E. Peck*

Retrieval of Resources and Information:

Orientation

Topic: Orientation

Grade level: 1

Time allotted: 60 minutes (lesson may also be divided into two 30-minute sessions)

Objectives:

Library: 1) To identify some of the duties of the librarian and some of the activities conducted in the library.
2) To identify different kinds of materials housed in the library and explain some of their uses.

Materials/equipment needed:

1. Samples of book and nonbook items
2. Shopping bag
3. Sheet of oak tagboard
4. 1 or 2 sheets of lined newsprint
5. Construction paper, 8½"x11"

Entry skills required: Able to

1. Read/recognize simple words.
2. Make some connection with prior visits to a school or public library where the general purposes of a library have been introduced.

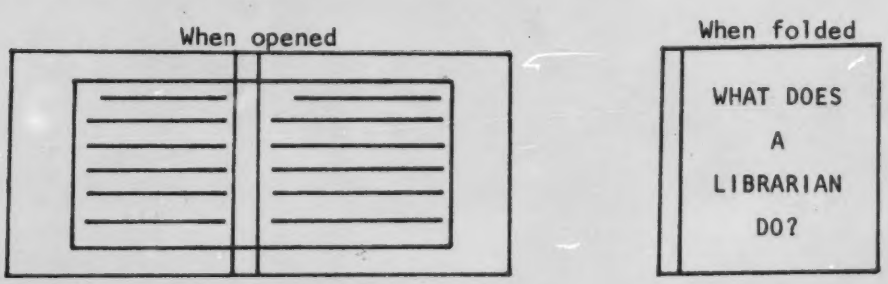
Steps involved:

(Part 1)

1. Have students sit in an informal semi-circle on the floor.

2. Tack up large sheet of oak tagboard with newsprint sheet inside to make a mock book. Put the following title on the "cover": WHAT DOES A LIBRARIAN DO?

Example of mock book:



Pulling from students' "E"

3. Ask students:
   "How many of you have been to a library before?"
   "What did you enjoy most about your past library visits?"
   "What are some of the things you have seen a librarian do?"

Stating purpose - brainstorming

4. Explain that they will be writing their own book on the librarian with the help of both librarian and teacher. Encourage students to use their own past experiences in libraries to brainstorm ideas.

5. As students respond, the teacher may help by writing student contributions on the newsprint "pages" of the book.

6. Give positive feedback to students and accept all responses at this point.

Predicting - cueing

7. Have students read back some of the suggestions made as they have been recorded in the "book." Encourage students to expand on previous contributions by cueing them to make predictions as to "why" and "how" certain library tasks are done. Examples: "How does the librarian make a story fun for you?" "Why does a librarian ask you to be careful in turning pages in a book?"

Validating

8. Tell them, "As you come to the library this year, let's see how many of these things are done in this library. Let's also see whether any other things are done that you can add to your book." (This is to validate and expand upon students' original predictions.)

9. Have the teacher take the book back to the class for display and for making additional entries as the year progresses.

(Part 2)

10. Have students quickly re-form in a circle. You will need a "mystery shopping bag." (Prepare this bag in advance with various book and nonbook items in it along with terms for each one in large print on 8½"x11" construction paper. These might include "Easy book," "filmstrip," "magazine," "dictionary," "tape," etc.)

Stating purpose

11. Explain to students, "In the library, we have many things that you can use and borrow. Let's play a game to see whether you can guess some of the things our library has for you." Bring out the "mystery bag."

12. Pass out either a word card or an item from the bag to each student. Make sure everyone is included even if it means duplicating some items.

Using students' "E," expanding "L"

13. Play a matching game with the class. In turn, each child with a word card stands up and shows card to rest of the group. The student with the matching item stands up to show group the item. (Both librarian and teacher can help read aloud word cards if no student in group can make them out.)

14. If mistaken matches are made, ask for responses from other students before attempting corrections yourself. Based on their past experiences, encourage students to share "how" each item may be used and/or "why" they may wish to use it.

15. If there is time, have students show where the various items belong in the library.

Generalizing

16. Have students informally evaluate the day's activities by summarizing what they have been sharing (doing this verbally is adequate)--new vocabulary learned, new ideas introduced.

17. Have the teacher take word cards back to class to reinforce vocabulary use in class as opportunities arise.

Evaluation:

Listen to and watch student responses throughout activities.

Follow-up activities: In the classroom/library

1. Have teacher work with class on adding to their book on the librarian as the year progresses. Pictures may also be drawn. The resulting product may then be shared with another first grade or kindergarten class.

2. Have teacher reinforce the use of new terms learned as s/he provides for hands-on activities with some of these items in the classroom. (Anne Adams classes may also want to post the words around the rooms for additional visual reinforcement.)

3. Pick up on nonbook items that have been introduced and on subsequent library visits, provide for hands-on experiences.

4. Have students write letters to their parents asking to be taken to the public library and the reasons why they wish to go.

Background information:

FPO IV: INDEPENDENCE IN LEARNING

SPE: Library: Identifies sources of information

Curriculum guide reference: Language Arts Strategies for Basic Skills, K-2 (1979).

Library concept/generalizations: (1) The librarian performs many student-supportive functions in the library. (2) The library is a place where both book and nonbook items are available for student use.

Retrieval of Resources and Information:

Care of Books

Topic: Orientation: CARE OF BOOKS

Grade level: K-2

Time allotted: 30-45 minutes

Objectives:

Library: To have students develop an appreciation for books as friends.

Guidance: To describe the characteristics of a friend.

Materials/equipment needed:

1. Construction paper
2. Crayons/felt pens
3. Glue
4. Worksheet

Entry skills required: Able to

1. Follow directions and respond orally.
2. (2nd graders) Write a sentence.

Steps involved:

1. On a bulletin board place pictures of children (photos are optional) with caption, "WHO ARE OUR FRIENDS?"

Using students' LET to motivate. #1-3.

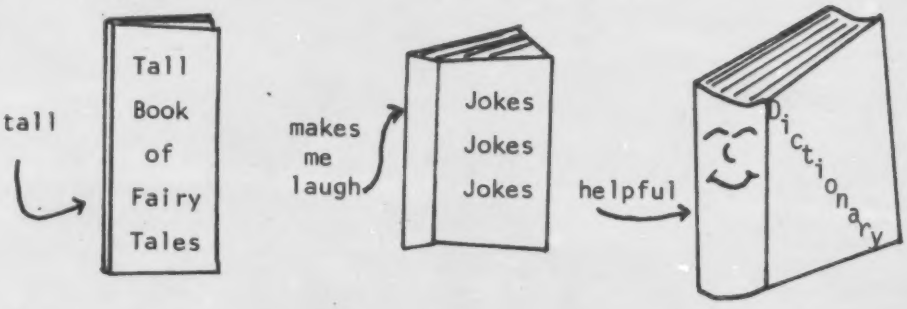
2. Have students focus their attention on the bulletin board. Ask, "What is a friend? Do you think having a friend is important? Why? What do you like about your friend? What does your friend look like?"

3. Librarian records students' responses describing characteristics of their friend on the chalkboard.

My Friend		
chubby	smart	makes me laugh
short	happy	
tall	helpful	

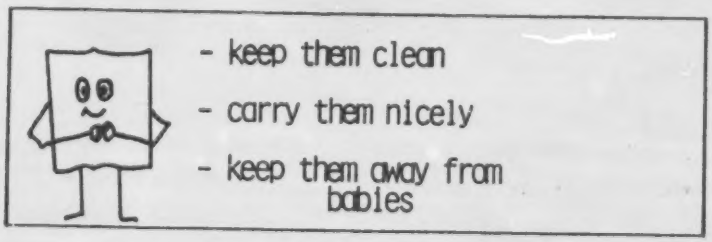
Building students' "E" about books as friends. #4-5. Students need to value books as friends before wanting to care. LET/Affective Cognitive Responses

4. Librarian asks, "Do you think books can be our friends too? Why?" Says, "In the library, there are many book friends who make the library their home. Some of them look like or even are like your friends." Show them a book that matches a recorded student response describing a characteristic of a friend. Share several examples.



5. Librarian asks, "How do you show your friend that you care for him or her? What can you do to show that you care for your book friend?"

6. Librarian lists on chalkboard how students will care for their book friends.

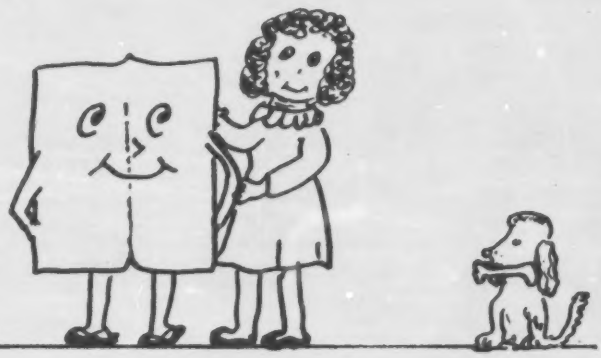


7. Do an art activity for enjoyment.
Using construction paper, have students make a book friend then glue it to worksheet. Have students draw self with book friend and copy one thing they would do to take care of books from the chalkboard (see #6) or dictate or write how s/he will take care of her/his book friend. Teacher or librarian may assist with spelling.

CARE OF BOOKS

NOTE: To make book friend, fold construction paper in half lengthwise twice with fold in center. Add facial features, arms and legs with crayons/felt pens. Inside of book friend librarian writes "I LOVE YOU _____" or "_____ YOU ARE SPECIAL TO ME."

Helpful hint: Worksheet may be made by using a ditto/spirit master. Spacing between lines may vary between ½" to 1" depending on the grade. Check with teacher.



I take care of my book friend by *(Student may dictate or write how s/he will take care of her/his book friend.)*

Generalizing

8. Ask students, "What did you learn about friends and books today?"

Integrating skills and content area concepts, real life situations and guidance.

9. Have students share book friend and ways they would care for their friend with the class. Place on bulletin board, "MY BOOK FRIEND AND ME."

Evaluation:

Listen to and watch student responses throughout activities.

CARE OF BOOKS

Follow-up activities: In the Classroom

Using the theme of books as friends have students share written compositions or illustrations of:

1. Most Interesting Friend
2. How I Met My Friend
3. If My Friend Could Talk He/She Would Say...
4. My Smartest Friend
5. The Scariest Adventure My Friend Had
6. How My Friend Feels When...
    a) Someone Borrows Him
    b) A Dog Bites Him
    c) He Gets Taken Home
    d) No One Chooses Him for Weeks, Months and Years
    e) Someone Spills Something on Him.

Background information:

FPO II: DEVELOP POSITIVE SELF-CONCEPT - Describes personal characteristics that others feel good about.

SPE: Library: Participates in a variety of library activities for pleasure and information.

Curriculum guide reference: Elementary Social Studies Program Guide (1981).

Social studies concept/generalization: Cause and effect/Actions, ideas, and decisions have consequences.

Library concept/generalization: Books, as well as people, can be friends.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Have teacher prepare class prior to library visit by talking about friends and having each child draw a picture of a real friend.*
2. *Make books in aavance to save time by folding sheets of white paper for pages.*

Alternative resources:

1. *"Glad Book, Sad Book" (filmstrip), Long Filmslide Service, El Cerrito, CA*

Retrieval of Resources and Information:

Arrangement of Materials, Shelf Labels

Topic: Card Catalog, Classification and Arrangement: ARRANGEMENT OF MATERIALS AND SHELF LABELS

Grade level: 2-3

Time allotted: 4 30-45 minute periods

Objectives:

Library:
1) To recognize and use shelf guides and labels in locating materials.
2) To recognize that non-fiction books are in numerical order.
3) To select and find information on a topic of personal interest.

Materials/equipment needed:

1. Unlined catalog cards
2. Lined index cards
3. Samples of shelf guides
4. Shelf labels and call numbers written on cards or construction paper.

Entry skills required: Able to

1. Recognize two main classes of books in the library: fiction and non-fiction.
2. Recognize terms - call number, shelf guides, shelf labels.
3. Ask and write questions.
4. Write sentences on a topic.
5. Understand the meaning of three-digit numerals by showing the number of hundreds, tens and ones. (Teacher will reinforce the meaning by linking the "one more" concept to books in the library.)

Steps involved:

(Part 1)

Starting with students' "E" #1-2.

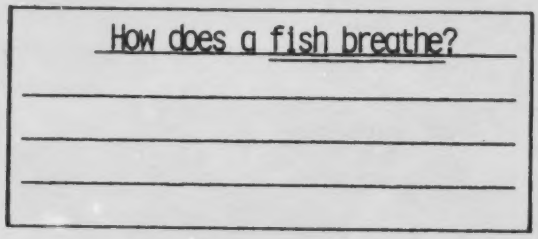
1. On a chalkboard draw question marks of all sizes with caption, "Can a Non-fiction Book Answer Your Question?"

   Have students focus their attention on the chalkboard. Ask, "What do you see? Can you think of something you are curious about?"

   Librarian may wish to record questions on chalkboard. Say, "In looking over the questions, which ones do you think may be answered by books in the non-fiction section? Why?"

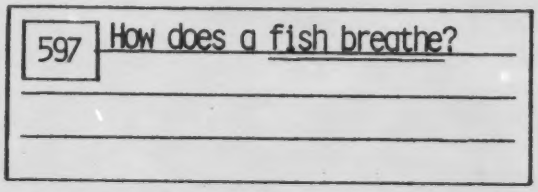
NOTE: Purpose of cueing is to motivate students to want to think of questions which they are curious about and to which answers may be found in non-fiction books.

2. Have students write their own question on a lined index card. Have them underline what they think are the key word(s) to help them begin to think of what kind of non-fiction book to search for.



NOTE: If you want students to find out more information to validate, have them brainstorm and list what they already know about their topic.

Librarian collects or teacher sends librarian index cards with questions. Librarian adds call number.



(Part 2)

Building students' "E" #3-4.

3. Librarian shares story of Melvil Dewey and his plans to organize the library.

NOTE: Story gives students added understanding of why and how books in the non-fiction section are assigned call numbers.

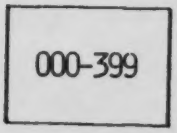
4. Librarian shows students a sample of a shelf guide.
Ask, "Can someone tell me what this is called?"
"What do you notice about the shelf guide?"
"What does it tell you about how the books are arranged in the non-fiction section?"
"Does someone see the shelf guides in our non-fiction section?"
"What is written on them?"
"What do the numbers say and mean?"

ARRANGEMENT OF MATERIALS, SHELF LABELS

Librarian or teacher discusses and records the sequence between two numbers found on the shelf guide.

Helpful hints: 1. Help students relate numbers to books on shelves. Hundreds = General area or row, Tens = Specific shelf, and Ones = Book.

2. Practice determining which shelf guide to go to by showing students samples of call numbers and asking them "Which shelf guide would you go to, to find a book with _____ call number?"



Shelf Guide

000	006	012	018	024
001	007	013	019	025
002	008	014	020	026
003	009	015	021	027
004	010	016	022	028
005	011	017	023	

Chalkboard

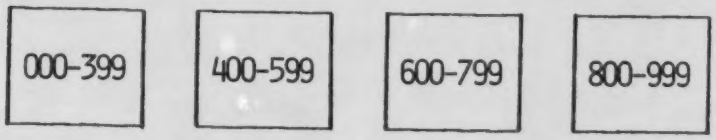
(Part 3)

5. Librarian returns index cards with questions and added call number to students. Has students focus their attention on the call number in the upper left hand corner of the index card. Has a few students read their call number aloud. Asks students to identify their own call number and read it to themselves.

Applying library objectives 1 and 2.

6. Have students look at their question and call number once more and determine which shelf guide to go to to find a book which may answer their question.

Helpful hint: Have students focus on the hundreds first.



7. Have students locate book on the shelf by focusing their attention on the call number and shelf label. Once they get to the correct shelf then have them focus on the titles of the books with similar call numbers.

Helpful hint: Have students focus on the tens, then ones. Should students experience difficulty at this point, you may do cueing for shelf labels (see #4) to compare and contrast information found on the shelf label and the shelf guide.

Applying objective 3.

8. Have students bring book to table. Teacher may wish to review pertinent parts of the book, i.e., table of contents and index.

   Have students look at the call number of the book, ask them, "What did you discover about the call number of your book?"

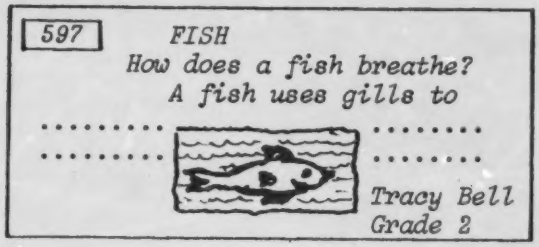
   Have students scan through book to locate answers to their question.

9. Have students write answers on the index card.

   NOTE: Teachers may have students write answers in complete sentences or by using key words. If a student is unable to find the answer to her/his question, s/he may change the question.

(Part 4)

10. Have students recopy question and answer onto catalog card. Librarian types subject heading on each card. Cards are filed in the card catalog so that all students may see that the card catalog is a helpful way of finding books that answer their questions.



NOTE: Students may wish to illustrate their cards.

Have students share information orally with class.

Generalizing Ask students, "What did you learn about finding books in the non-fiction section that can help answer your questions?"

Evaluation:

Observe whether or not students are able to:

1. Use the shelf guides to find a book in the non-fiction section.
2. Match a call number with an actual book on the shelf.

ARRANGEMENT OF MATERIALS, SHELF LABELS

Follow-up activities: In the classroom/library

1. Some students may choose to do an independent study project as a result of interest aroused by their question.

2. Students may conduct a survey to find out which non-fiction section is the most heavily used and why, and which non-fiction section is least used and why.

3. As a result of the survey, librarian/teacher may highlight and motivate students to want to become familiar with books in the less used sections.

Background information:

FPO I: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS - Uses language appropriately in communicating an idea, experience, or information. Uses whole numbers and commonly used fractions (e.g., $\frac{1}{4}$, $\frac{1}{2}$) to communicate physical quantities (how many, how much, etc.).

FPO IV: DEVELOP INDEPENDENCE IN LEARNING. Uses a variety of sources (e.g., library and informed people) to acquire information including retrieval of alphabetically-stored and numerically-stored information.

SPE: Library: Uses a source of information to find an answer to a specific question.

Library concept/generalization: Classification system/Human beings are able to store and organize information in a systematic manner.

Retrieval of Resources and Information:

Dictionaries and Encyclopedias

Topic: Research and Reference Resources: DICTIONARIES AND ENCYCLOPEDIAS

Grade level: 4-5

Time allotted: 2 30-45 minute periods

Objectives:

Library: To distinguish between a dictionary and an encyclopedia and use each appropriately in finding information about a holiday symbol.

Materials/equipment needed:

1. Construction paper (assorted colors cut into strips 1"x3" - 5 strips per student; brown cut into strips 2"x6" - 1 strip per student and folded)
2. Red and black scraps
3. Paper plates (6" in diameter)
4. Worksheet (see p. 155)
5. Crayons/felt pens
6. Glue
7. Stapler
8. Scraps of tagboard

Entry skills required: Able to

1. Look up and find words in a dictionary using guide words.
2. Identify the encyclopedia as a source of information.
3. Read and orally paraphrase a short paragraph from a variety of materials used by the student.

Steps involved:

(Part 1)

1. On a bulletin board place pictures of turkeys (Pictures may be also shown from books and magazines) with caption: "WILL YOU BE ABLE TO TALK TURKEY ON THANKSGIVING DAY?"

Finding students' "E" #1-6.

2. Have students focus their attention on the bulletin board. Ask, "What do you see? What can you tell me about the turkey? Why are turkeys associated with Thanksgiving? Do you feel the reason holds true today?" Purpose of cueing is to motivate students to want to know more about the turkey.

3. Librarian records students' observations and knowledge of the turkey on the chalkboard.

- eaten on Thanksgiving
- bigger than a chicken
- has a wattle
- spreads feathers like peacock
- X X X X

4. Librarian asks, "If we wanted to validate what we know about the turkey, what resources in our library may we look in to find that kind of information?"

5. Librarian lists resources as suggested by students on chalkboard.

books
encyclopedia
dictionary

6. Say, "Today we will focus on the two most commonly used resources - the dictionary and the encyclopedia to validate our knowledge about the turkey and perhaps find new information."

Ask, "Can someone tell me what we can use to help us find the word turkey quickly in both the dictionary and the encyclopedia?" (Purpose of this question is to lead into a brief review of the use of Guide Words.) Also ask, "Can someone tell us how they might find the word turkey in the dictionary?" "How might we find the article on the turkey in the encyclopedia?"

Say, "Once we find the word, turkey, in the dictionary, can someone predict what kinds of information we might find there? What kinds of information might we find in the encyclopedia?" Librarian may wish to record predictions.

Helpful hint: Students may share dictionaries but xeroxed copies of the encyclopedia article should be available for them.

7. Give students worksheet (see next page) to record the information they will gather.

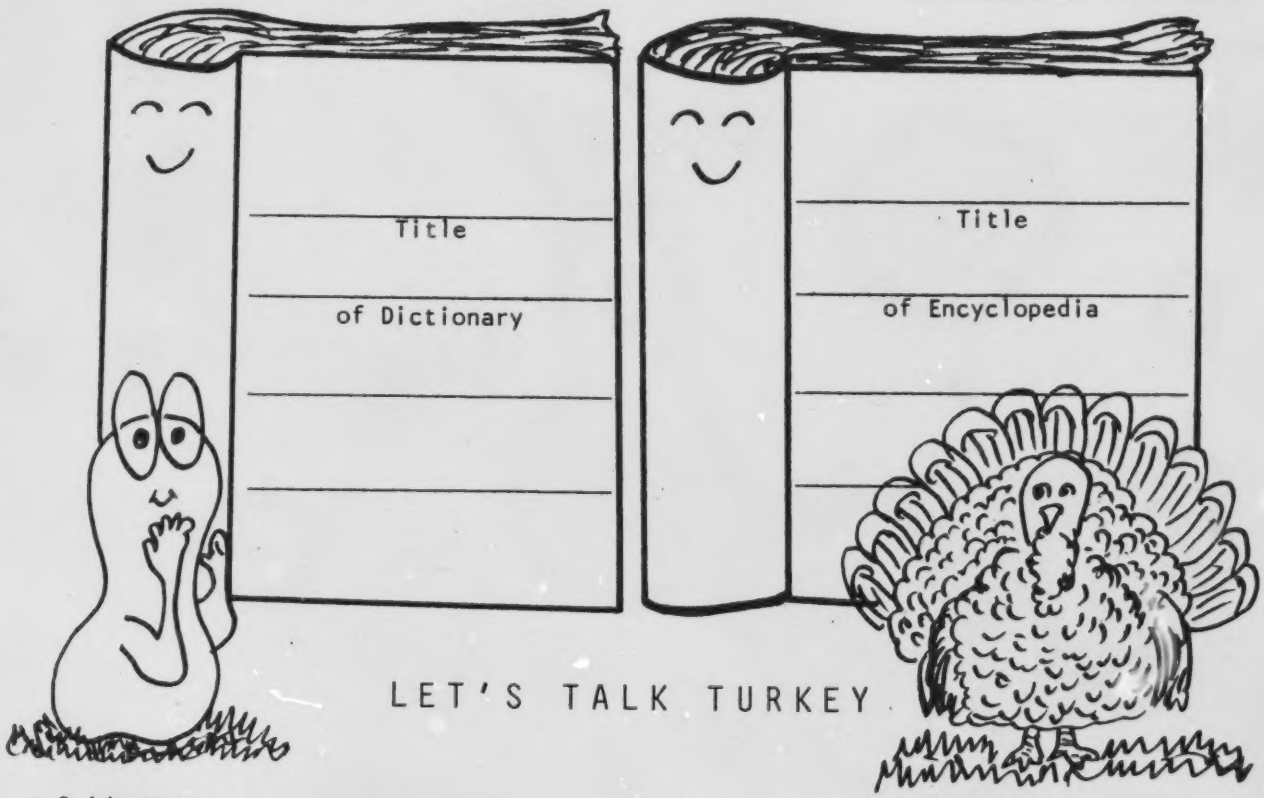
   Helpful hint: Worksheet may be folded in half to allow students to collect information from one resource then the other.

Generalizing

8. Discuss with students what they found as a result of the lesson. What kind of information did they find in the dictionary? What kind of information did they find in the encyclopedia? Ask students, "Which resource would you use to find information about the pronunciation, definition, etc., of a holiday symbol?"

DICTIONARIES AND ENCYCLOPEDIAS

Name _____ Worksheet Date _____



LET'S TALK TURKEY

- Guide Words _____
- Pronunciation _____
- Write in syllables _____
- Definition _____
- Use in a sentence _____

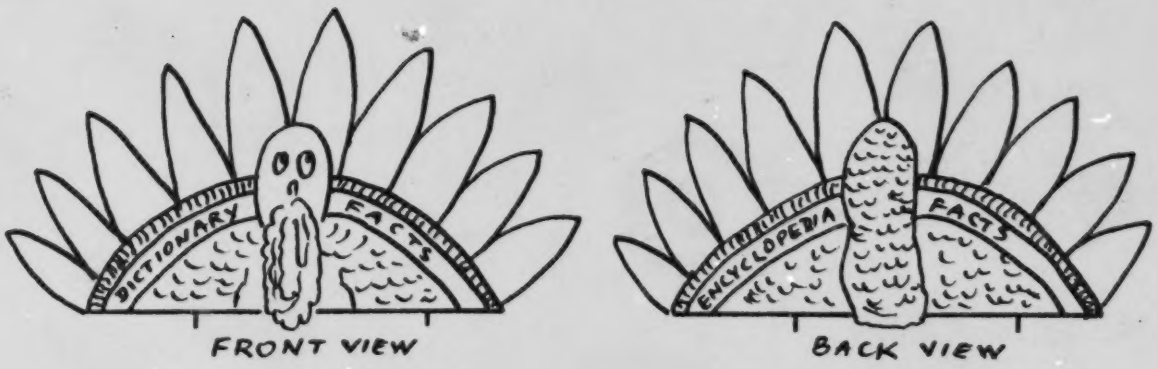
* Guide Words _____
* Pronunciation _____
* Write in syllables _____
* Definition _____
* Facts about the turkey _____

(Part 2: Art activity for enjoyment)

9. Have students make turkey's body with paper plate (fold paper plate in half). Use construction paper for turkey's head and tagboard for turkey's legs.

    a. Give each student 5 feathers. Have them transfer the information they found in the dictionary on one side of the feathers and the information they found in the encyclopedia on the other side.

    b. Arrange feathers then either staple or glue them between the folded body.



10. Have students share their turkey with the class and take them home and use them for a centerpiece or as a decoration on Thanksgiving Day so they may be able to "talk turkey."

Evaluation:

Observe whether or not student can identify when it is appropriate to use a dictionary as compared to an encyclopedia, and vice-versa, in looking for information about the pronunciation, definition, etc., of a holiday symbol.

Follow-up activity: In classroom/library

1. Lesson may be used as springboard for having students become familiar with special features of the encyclopedia.

2. Idea of lesson may be modified and other holidays may be focused on giving students additional practice (if needed) in selecting and distinguishing between a dictionary and encyclopedia and using each appropriately.

DICTIONARIES AND ENCYCLOPEDIAS

For example:

Holiday	End Product

Christmas - reindeer, star . . . A CHRISTMAS ORNAMENT

Put encyclopedia information on one side and dictionary information on the other. Use tagboard and tinsel ribbon. Laminate for endurance.

Valentine's Day - heart, valentine . . A VALENTINE GREETING

Put encyclopedia and dictionary information on one side and student's valentine message on the other. Use color books or duplicating books for patterns, if needed.

St. Patrick's Day - shamrock . . . . A LUCKY CLOVER

Put dictionary information on one part, encyclopedia information on another part, and student's observation on last part. Students may wish to hide and have other students find clovers. As students share information, teacher could provide a lucky find, i.e., lucky penny.

3. Teacher may wish to allow students their choices of holiday symbols in having them use the dictionary and encyclopedia to find information.

Background information:

FPO IV: DEVELOP INDEPENDENCE IN LEARNING - Uses a variety of sources (e.g., library and informed people) to acquire information including retrieval of alphabetically-stored and numerically-stored information.

SPE: Library: Locates and uses a general dictionary and general encyclopedia.

Curriculum guide reference: Elementary Social Studies Program Guide (1981).

DICTIONARIES AND ENCYCLOPEDIAS

Social studies concept/generalization: Human experience/Customs, holidays, and ways of thinking are the result of past history.

Library concept/generalization: Dictionary, encyclopedia/Information exists in a variety of resources that meet differing user needs and interests.

SUGGESTIONS MADE BY FIELD TEST LIBRARIANS

Variations:

1. *Use other holidays (e.g., Chinese New Year - dragons).*
2. *Tie in with classroom study of alligators, volcanoes, Abraham Lincoln.*
3. *Add follow-up writing activity - "You are my Valentine because..."*
4. *Develop a class chart comparing and contrasting information.*

Retrieval of Resources and Information:

Working Bibliography

Topic: Bibliography

Grade level: 7-9

Time allotted: 45-60 minutes

Objectives:

Library: To prepare a working bibliography.

Content: Related to classroom assignment (Note: Work with teacher)

Materials/equipment needed:

1. Chart paper, ruled (or newsprint)
2. Felt pens (thick tip)
3. Masking tape

Entry skills required: Able to

1. Locate materials in the library.
2. Recognize how materials are organized.
3. Develop questions about a topic.
4. Identify a topic.

Steps involved:

1. Link to what is going on in the classroom. Ask, "What are you studying in class now?" Explain that today's lesson will help them with their class assignment.

2. Arrange material on table by TYPES: e.g., Table 1, books; Table 2, encyclopedia set; Table 3, magazines; Table 4, AV material.

Finding students' "E"

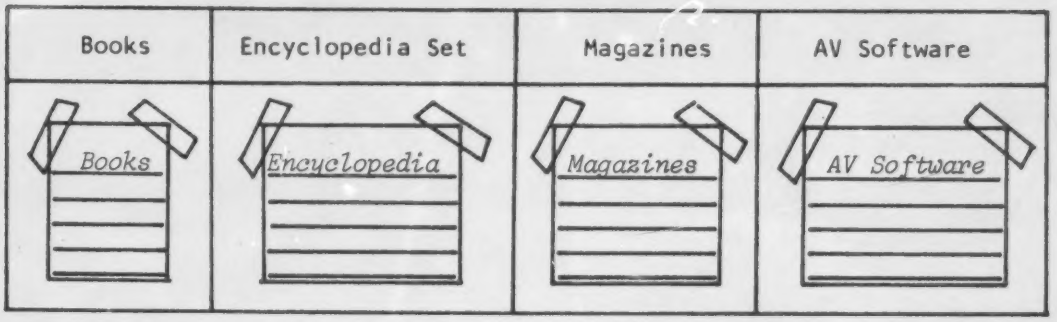
3. Have students look at items and ask, "What information will you need to find these materials again on the shelf?" Give a concrete example to get students started.

4. Give each table ruled chart paper and felt pens. Have a student record the answers.

5. Draw chart on chalkboard with the following headings:

Books	Encyclopedia Set	Magazines	AV software

6. After 3-5 minutes, have each group (table) come up and tape their chart paper to the matching chalkboard heading.



Building LET

7. Discuss; compare and contrast information found by the tables. Then ask, "Do you need the same information for each item?"

8. Give students handouts (see pp. 162-163) that show examples of working bibliography formats for books, encyclopedia volumes, magazines, and AV software. Discuss content of handout; compare with charts on chalkboard. Point out similarities. Also discuss what is a "working bibliography." Ask, "How will a 'working bibliography' help you find the materials you may be using for your class assignment?"

9. Have students practice writing a working bibliography using the handouts and the items on their table. Discuss results (select a few students to orally share their results).

Generalizing

10. Ask, "What is a working bibliography?" "Why is it necessary in doing a research paper?"

11. Have each student locate material and prepare a working bibliography using the card catalog and other indexes related to his/her topic.

Evaluation:

Observe students preparing a working bibliography using the proper format for books, encyclopedia volumes, magazines and AV software.

Follow-up activity: In classroom/library

Continue Step 10 at recess or at other appropriate time as scheduled with librarian and teacher, ONLY IF STEP 10 IS NOT COMPLETED DURING THIS LIBRARY PERIOD.

WORKING BIBLIOGRAPHY

Background information:

FPO I: DEVELOP INDEPENDENCE IN LEARNING

SPE: Library: Uses library research techniques and a variety of resources to complete a brief report on an assigned topic.

Library concept/generalizations: (1) Bibliography/Stored information is used in a variety of ways. (2) Learning ways to use information facilitates development of the independent learning process.

WORKING BIBLIOGRAPHY

Handout #1

Definition of working bibliography: a list of all the possible sources of information you intend to look at. It includes all the information you will need when compiling the final bibliography. You may add to and delete from it as you are looking for references and taking notes.

BOOK

Need:
1. Author's name
2. Title (capitalize and underline)

Publication data:
3. City
4. Publisher
5. Date

Locating guide:
6. Your number (for use on note cards)
7. Which library has it (if you go to more than one)
8. Call number (in case you need to find it in the library)

Format - working bibliography

(1) Blassingame, Wyatt
(2) Thor Heyerdahl, Viking Scientist
(3) New York, (4) Elsevier/Nelson Books,
(5) c1979

(6) #1 (7) RLS (8) 910.924 B Heyerdahl

MAGAZINE

Need:
1. Author of title
2. Title of article (capitalize and use quotation marks)
3. Name of periodical (capitalize and underline)
4. Pages article is on in magazine

Publication data:
5. Volume of periodical (if any)
6. Date of periodical (month, day (if any) and year)

Locating guide:
7. Your number (for use in note cards)
8. Which library has it
9. Format in which periodical is available

Format - working bibliography

(1) Yonge, C. M.
(2) "Cook, Darwin and Coral Reefs"
(3) History Today, (6) July, 1980
(4) pp. 33-8. (5) v. 30

(7) 3 (8) RLS (9) mf. = microfiche
mf. hc = hard copy

170

WORKING BIBLIOGRAPHY

Handout #2

ENCYCLOPEDIA

Need:

1. Author of title
2. Title of article (capitalize and use quotation marks)
3. Volume article is in, and pages
4. Encyclopedia name (capitalize and underline)
5. Edition (if stated)

Publication data:

6. City
7. Publisher
8. Copyright date (use latest)

Locating guide:

9. Your number (for use with notes)
10. Which library has it
11. Call number

Format - working bibliography

(1) Dobell, Isabel Barclay

(2) "Exploration and Discovery"

(3) pp. 340-351

(4) The World Book Encyclopedia, (3) V. 6. (5) 2d ed.

(6) Chicago, (7) World Book - Childcraft. International, Inc., (8) c1980.

(11) R 031 W

(9) 2 (10) RLS

AUDIOVISUAL SOFTWARE

Need:

1. Title of material (capitalize and underline unless part of a series, then use quotation marks)
2. Series if any (capitalize and underline)
3. Kind of material (use parenthesis)
4. Publisher
5. Copyright date, if any (if none, use n.d.)

Locating guide:

6. Your number
7. Which library has it
8. Call number

Format - working bibliography

(1) "Photosynthesis, Chlorophyll Requirement"

(2) Botany Series, (3) (Filmloop)

(4) Encyclopedia Britannica,

(5) c1969.

(8) 581.13342 P

(6) 4 (7) RLS

Use of Information:

Research

The following pages present outlines (in the form of charts) for research units from K through 6 which integrate various content areas with library/study skills. A blank form of the chart appears on p. 179 for anyone wishing to use this planning format.

KEY TO CHARTS

X = Teacher initiated

I = Introduced

T = Taught

GP = Guided practice (with supervision)

IP = Independent Practice

R = Review, Reinforce

RESEARCH

GRADE LEVEL: K TITLE: CONFIRMING INFORMATION USED IN SHARING

Elements of Research	TEACHER Obj. To have students confirm information through books.	LIBRARIAN Obj. To have students recognize 2 main classes of books in the library - fiction and non-fiction.
Choose a Subject X	1. Student brought a caterpillar to share. Teacher decided that it would be a topic for research.	3a. Showed student where books about caterpillars can be found in the library. Had them bring books to the table.
Write Questions R	2. If student did not initiate questions, teacher would. --What kind of caterpillar do I have? --Will my caterpillar change into a butterfly or moth.	
Read and Take Notes I		3b. Read to student and discussed material.
Make an Outline I		4. Discussed life cycle of the butterfly/moth. (Sequence)
Write a Rough Draft I		5. Discussed what student wanted to tell classmates about the caterpillar.
Write a Final Draft I		6. Recorded student's thoughts. Read the report together. Had student draw picture.
Share the Information X	7. Had student share with classmates.	

RESEARCH

GRADE LEVEL: 1 TITLE: MY FAMILY: A CLOSER LOOK AT ONE OF THEM

Elements of Research	TEACHER Obj. To have students learn more about a family member by using the steps of research.	LIBRARIAN Obj. To have students use different sources of information pertaining to a pre-determined subject.
Choose a Subject I	1b. Had students choose a family member to write a report on.	1a. Discussed what a report is. Shared several examples. Had students list members of their family.
Write Questions X	2. Had students develop questions together. Organized questions to serve as the outline.	
Read and Take Notes I	3c. Dittoed questions and had students write answers in complete sentences.	3a. Role-played how to conduct an interview with a family member. Involved library aides and students. 3b. Wrote letter home to inform parents of student's assignment.
Make an Outline X	4. (Completed while writing questions.)	
Write a Rough Draft I	5a. Had students copy sentences into a one-paragraph format. Edited report for students.	5b. Helped teacher in the classroom.
Write a Final Draft I	6b. Had students write final draft and draw family member.	6a. Modelled writing the title and sentences for the final report.
Share the Information X	7. Had students share report with class and family.	

RESEARCH

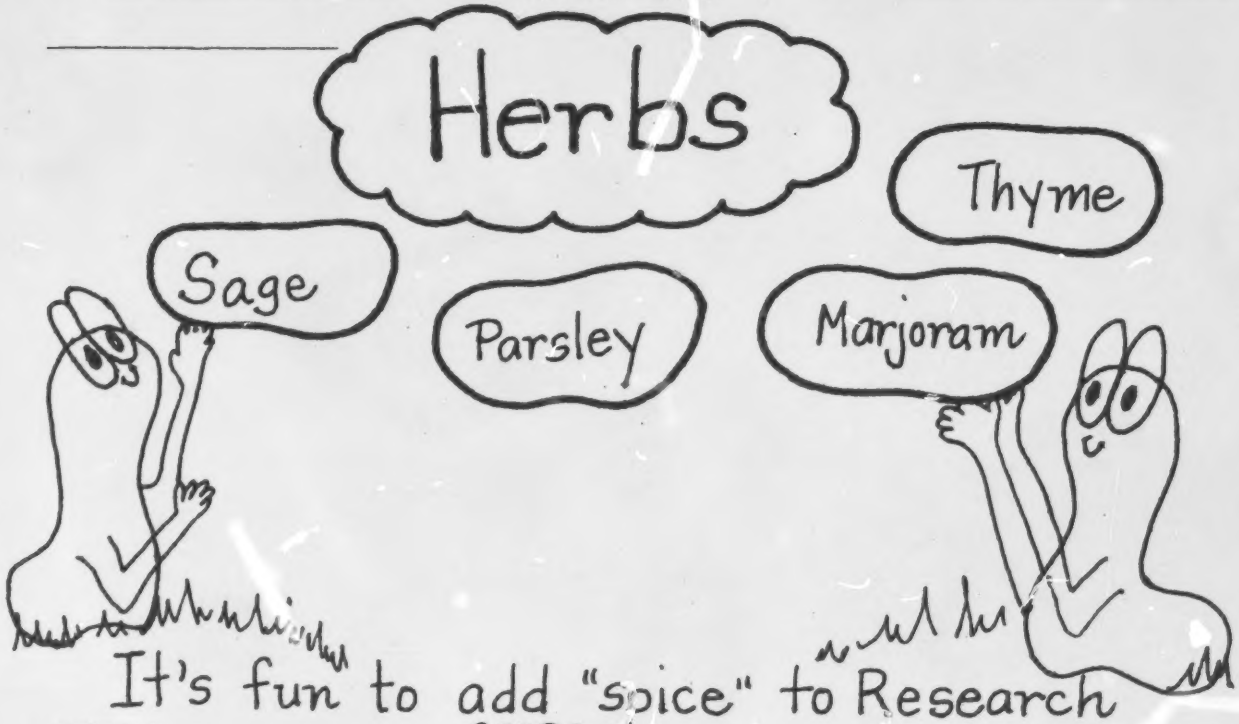
GRADE LEVEL: 2 TITLE: FUN FAIR HERBS

Elements of Research	TEACHER Obj. To have students identify and share information on the appearance, care of, and uses of specific herbs.	LIBRARIAN Obj. To have students use the process of research to find information to include in a handout about their herb.
Choose a Subject X	1a. Selected the 4 herbs - parsley, majoram, thyme and sage (see p. 168). 1b. Divided students into 4 committees with 8 students on each committee.	1c. Gathered books about herbs from school and public libraries. 1d. Shared books with students and helped them find their herb using the index.
Write Questions T	2b. Went over questions with students. 2c. Had students give examples of sub-questions which fall under the three major questions (see 2a). Examples: What does it look like? Sub-questions may be: What color is it? How tall does it grow?	2a. Decided to have students research three questions dealing with the appearance, care of, and use of the herb (see p. 169).
Read and Take Notes GP	3a. Read materials to students. 3b. Had students answer questions in complete sentences.	
Make an Outline I		4. Questions served as outline.
Write a Rough Draft X		5. Gathered students' notes and compiled them and shared information with students. Showed how and what each student contributed.
Write a Final Draft X IP		6a. Edited report and typed it in handout format (see p. 170). 6b. Had students fold handout and illustrate it.
Share the Information GP	7. Had students sell their herbs and tell about them using their handouts. Each person who bought an herb plant was given a handout.	

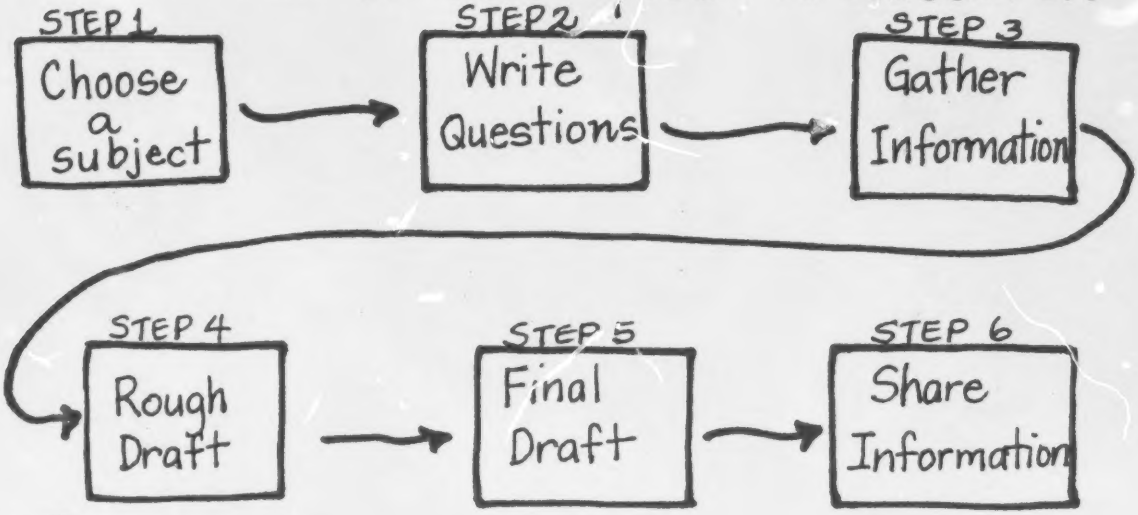
RESEARCH

Name_____ Fun Fair Herbs Date_____

_____



It's fun to add "spice" to Research



Step 1: Choose A Subject

The herb I want to study is_____

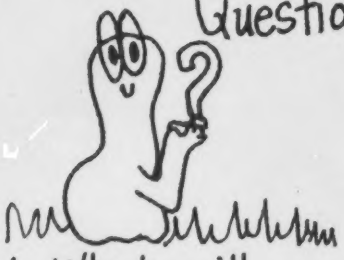
_____

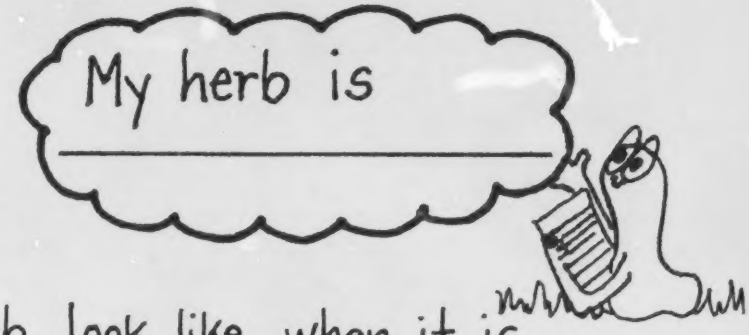
RESEARCH

Name_____ Fun Fair Herbs Date_____

Step 2

Write Questions





1. What will my herb look like when it is full grown?

a. _____

b. _____

c. _____

d. _____

2. How do I take care of my herb?

a. _____

b. _____

c. _____

d. _____

3. How is my herb used?

a. _____

b. _____

c. _____

d. _____

RESEARCH

Fun Fair Herbs

THYME

WHAT WILL THYME LOOK LIKE WHEN IT IS FULL GROWN?

The thyme plant will grow into a bush. Thyme have woody, twiglike stems with tiny green oval leaves.

The thyme plant will have flowers.

Thyme smells sweet.

Thyme will grow up to 12 inches tall and have a number of creeping roots.

HOW SHOULD YOU TAKE CARE OF YOUR THYME PLANT?

Water the thyme plant every day. Suggestion: You may water it once in the morning and again at night or when the soil is dry.

Give the thyme plant enough sunlight.

If the thyme plant is in a pot keep it in the house on rainy days.

WHAT CAN THYME BE USED FOR?

Thyme can be used in New England Clam Chowder, stew, spaghetti sauce, soups and bread.

Thyme can be used with clam, lamb and eggs.

Thyme can be sprinkled over carrots, beef and lamb stews, chicken and fish dishes.

For lamb shish-kebab, mix some oil, Worcestershire sauce, and thyme and marinate the lamb cubes for a few hours before cooking.

The information in this booklet was researched and gathered by the members of the THYME COMMITTEE.

SARAH TRACEY STACEY TIMOTHY

GINA LISA DARREN SHANE

RESEARCH

GRADE LEVEL: 2 TITLE: HOLIDAYS: THE SYMBOLS OF CHRISTMAS

Elements of Research	TEACHER Obj. To have students write a 2-paragraph report that gives their observations as well as information about a symbol of Christmas.	LIBRARIAN Obj. To have students use the sources in addition to books.
Choose a Subject T	1. Had students choose a Christmas symbol to research. Discussed the requirements of the report - 2 resources (personal observation and books).	
Write Questions T		2. Developed questions with students.
Read and Take Notes GP		3. Showed students where books about holidays are found in the library. Read and discussed material with students. Had students discuss answers then write it in complete sentences.
Make an Outline I		4. Discussed organizing report by: a) information from personal observations b) information from books
Write a Rough Draft IP		5a. Had students write sentences into a report.
Write a Final Draft GP	5b. Helped students by editing rough draft. Had students recopy final draft.	6. Had students make a visual of the symbol they researched.
Share the Information T		7. Helped students utilize their visual effectively in their oral presentation. Had students display their visual (Christmas ornament) on the library Christmas tree.

RESEARCH

GRADE LEVEL: 3 TITLE: FOOD FOR THOUGHT! WE'RE HUNGRY FOR RESEARCH!

Elements of Research	TEACHER Obj. To have students become familiar with the different food groups and describe nutrients from the food groups.	LIBRARIAN Obj. To have students use the card catalog to locate materials and to experience the research process.
Choose a Subject X	1a. Divided students into four food group committees. Paired students together for research work.	1b. Reviewed research process. 1c. Revised information found on subject card.
Write Questions T	2c. Had students rewrite their questions on 5"x8" cards.	2a. Had students write questions about their food group using the webbing technique. 2b. Had students begin to group similar kinds of questions together.
Read and Take Notes R	3. Reviewed note-taking skills using key words. 4a. Checked students' notes.	4b. Taught students how to write a bibilography card.
Make an Outline X		See 2b. Questions served as student's outline.
Write a Rough Draft T	5. Taught paragraphing skills.	
Write a Final Draft GP	6a. Helped students with editing. 6b. Had students write final draft in ink. 7. Had students make a poster for their report.	
Share the Information T	8b. Had students share with classmates.	8a. Discussed how to give an oral report and how to use visuals effectively.

RESEARCH

GRADE LEVEL: 4 TITLE: HAWAIIAN STUDIES

Elements of Research	TEACHER Obj. To have students learn about the different Hawaiian foods.	LIBRARIAN Obj. To have students use the reference and other materials in the Hawaii and Pacific Collection. To experience the research process.
Choose a Subject R	1a. Brainstormed with students a list of foods eaten by Hawaiians. Students worked in groups of two. Students chose subjects.	1b. Reviewed the process of research. 1c. Shared books available in the Hawaii and Pacific Collection that might be useful for their subject. 1d. Reviewed skim, scan and study techniques.
Write Questions T	2b. Had students group similar kinds of questions together.	2a. Had students write questions about their food by using the webbing technique.
Read and Take Notes R T	3a. Reviewed note-taking skills using key words. 3b. Taught format for writing bibliography card(s) for books, pamphlets and audiovisual material.	
Make an Outline I	4. Helped students identify paragraphs according to their questions.	
Write a Rough Draft GP	5. Had students write rough draft.	
Write a Final Draft IP	6a. Helped students with editing. 6b. Had students write their final draft in ink. 7. Had students work on projects.	
Share the Information T	8b. Had students share with classmates.	8a. Discussed how to give an oral report and use visuals effectively.

RESEARCH

GRADE LEVEL: 3-4 TITLE: CULTURES: A CLOSER LOOK AT JAPAN

Elements of Research	TEACHER Obj. To have students practice note-taking skills using key words.	LIBRARIAN Obj. To have students practice note-taking skills using key words.
Choose a Subject X		1. Librarian chose Japan because class visited the library on March 3 (Girls' Day).
Write Questions X	2b. Gave questions to students.	2a. Wrote questions for students.
Read and Take Notes R G?	3b. Together with librarian monitored students and helped those who had difficulty.	3a. Reviewed note-taking using key words.
Make an Outline X		
Write a Rough Draft T	4b. Teacher worked with students in the classroom and modeled more examples. (Natural follow-through) 4c. Had students write sentences on 5"x8" card.	4a. Modeled writing sentences using key words.
Write a Final Draft TP	4d. Had students draw a picture on the back of their 5"x8" card.	
Share the Information X		5. Had students share their report during the following library class period.

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RESEARCH

GRADE LEVEL: 5 TITLE: EXPLORERS: WHY DID THEY TRAVEL TO THE UNKNOWN PARTS OF THE WORLD?

Elements of Research	TEACHER Obj. To gather data by doing research on explorers.	LIBRARIAN Obj. To have students be able to locate specific information in the encyclopedia.
Choose a Subject X T	1a. Had list of explorers available to students.	1b. Emphasized use of the encyclopedia for gathering information.
Write Questions T	2a. Developed questions with students. 2b. Had students copy list of questions then form their own questions about their explorer.	
Read and Take Notes T	3b. Taught students note-taking in complete sentences.	3a. Taught students how to write bibliography cards.
Make an Outline T	4. Taught outlining skills.	
Write a Rough Draft GP	5. Had students write a rough draft.	
Write a Final Draft IP	6a. Had students write final draft using edited rough draft.	6b. Taught students how to prepare a bibliography.
Share the Information T	7. Had students prepare a time line on explorers and discuss with teacher.	

RESEARCH

GRADE LEVEL: 6 TITLE: DRUGS, ANYONE?

Elements of Research	TEACHER Obj. To have students become aware and knowledgeable about the dangers and effects of mind altering substances--drugs.	LIBRARIAN Obj. To have students be able to use available indexes to locate specific articles. To know sources of materials other than the school library.
Choose a Subject X	1. Wrote 5 main topics on chalkboard and had students sign up. Students worked in committees.	
Write Questions R	2a. Teacher developed general questions for students. 2b. Students wrote specific questions.	
Read and Take Notes GP T	3a. Reviewed format for bibliography cards.	3b. Taught students how to use the Readers' Guide. Took 6 students daily to the public library to use the Readers' Guide. (Led naturally to observing students' use of other materials in the library.)
Make an Outline X		
Write a Rough Draft R		4. Taught students how to make a brochure. Had students use manila paper for layout.
Write a Final Draft IP	5a. Had students make final brochure using fadeless paper. 5b. In addition to the brochure, teacher had committees work on bulletin boards and displays to show information that they had learned about drugs, which could be communicated through the senses.	
Share the Information R	6. Principal and classes were invited to see and learn about drugs.	

RESEARCH

GRADE LEVEL: 6 TITLE: WHAT I WOULD LIKE TO BE WHEN I GROW UP!

Elements of Research	TEACHER Obj. To be aware of self and feelings, about personal strengths & weaknesses To set goals and see them through.	LIBRARIAN Obj. To use library research techniques and a variety of resources to complete a brief report on an assigned topic.
Choose a Subject R	1a. Had students become familiar with their personal characteristics and begin to understand self. 1c. Had students evaluate their occupational choices in terms of interest, skill, ability and self-concept. 1d. Had students make choice of occupation to research.	1b. Had students identify as many occupations as they could from a worksheet. Had students categorize occupations into groups such as service or product oriented jobs.
Write Questions R	2. Had students write questions.	
Read and Take Notes R	3e. Had students take notes.	3a. Reviewed with students types of resources available that might be helpful to them. Discussed resources available in the community. 3b. Made arrangements to take students to public library to use reference books and other materials - e.g., Readers' Guide. 3c. Arranged for Career Kokua to work with students and to become familiar with their services. 3d. Arranged occupational visits for students in the community.
Make an Outline X	See 2 as questions served as their outline.	
Write a Rough Draft R	4. Had students write rough draft. Helped students with editing. Had students make a rough sketch of a want-ad for their occupational choice.	
Write a Final Draft R	5. Had students write the final draft in ink. Had students work on posters.	
Share the Information R	6. Had students share their occupational choices with their classmates and parents.	

RESEARCH

GRADE LEVEL: 6 TITLE: THERE IS GOLD IN THEM THAR HILLS!

Elements of Research	TEACHER Obj. To identify and use data gathered from many sources in seeking possible solutions to a social problem.	LIBRARIAN Obj. To use research and reporting skills to find information on a current interest topic.
Choose a Subject X		1. Introduced unit by building students' LET about gold.
Write Questions GP	2b. Went over questions and grouped them. Divided students into committees.	2a. Brainstormed a list of questions with students.
Read and Take Notes R T	3d. Had students take notes and share information found with group.	3a. Reviewed with students types of resources available for their unit. 3b. Reviewed bibliography card format for the various resources.
Make an Outline X		3c. Taught them how to skim, scan and study as they gathered information for their unit.
Write a Rough Draft GP	4. Discussed with students ideas for a Mini-Gold Fair presentation. Had students do a rough sketch of their bulletin board display, games, and informational souvenirs.	
Write a Final Draft GP	5. Worked on Mini-Gold Fair projects.	
Share the Information R	6. Shared Mini-Gold Fair with all students in school.	

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RESEARCH

GRADE LEVEL: TITLE:

	TEACHER	LIBRARIAN
Elements of Research	Obj.	Obj.
Choose a Subject		
Write Questions		
Read and Take Notes		
Make an Outline		
Write a Rough Draft		
Write a Final Draft		
Share the Information		

Use of Information:

Cause and Effect

NOTE: This lesson is the first in a unit designed to teach students that cause and effect is a meaningful way to analyze and to organize information. The unit, which lasts from 5 to 7 days for an hour each day, is sequenced so that students are first taught the skill of thinking critically--by focusing on the use of cause and effect--and then gradually led to apply this skill in increasingly sophisticated ways to various real life situations and, ultimately, to critical contemporary issues. For the rest of this unit, refer to Appendix D.

LESSON I: TEACHING THE USE OF CAUSE AND EFFECT

Grade level: 5-6

Objectives:

1) To teach the skill - cause and effect
2) To encourage students to risk-take
3) To use a variety of resources in analyzing information

Steps involved:

(Warm up - to encourage risk-taking)

1. Tell students the modern fable below which describes four students learning how to swim:

> *One person stands in the pool and watches. Another sits on the edge of the pool and kicks the water. A third tries to swim however clumsily. The last student stands on the diving board and makes fun of the one trying to swim.*

After the telling of the fable, ask the class:
"Which student is risk taking?," "Which student would you like to be?"

NOTE: This step helps set the climate in the class for risk-taking, something students will need to do throughout the lesson.

2. Begin actual lesson by having students identify cause and effect through the use of pictures.

   EXAMPLE: Set of pictures:

   Picture 1: a puppy poking a bee hive (cause)

   Picture 2: puppy being stung by bees (effect)

   Mix several sets of paired pictures and pass them out randomly to a few students. Have students search for partners with pictures that complete the cause-effect cycle. Have students state the cause-effect relationships of their matched sets.

3. Focus on students' vocabulary. As they give their cause and effect statements, list the cue words on the chalkboard. Go back to these words and review them. If these words were not used, go back to the pictures and restate the sentences using these cueing words.

   CUE WORDS

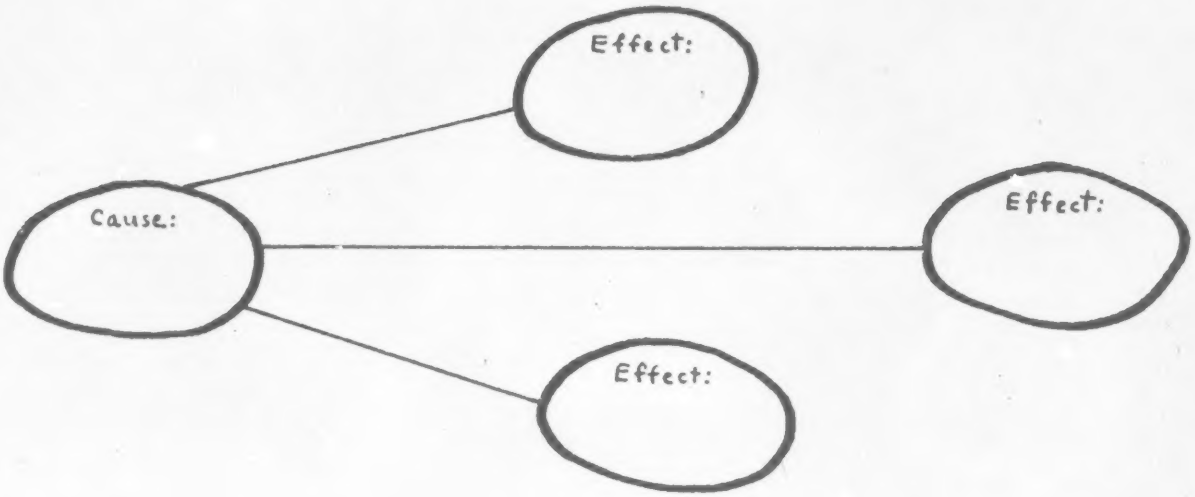
   cause - effect
   because
   as a result of ...
   first...then

4. Give the students who did not participate earlier a sentence. Each should choose a partner to work with (while the others watch) and decipher the sentence to identify the "cause" part and the "effect" part. Share.

   EXAMPLE: First the rooster crowed (cause), then the farmer got up (effect).

   If they appear to need more practice, then have each dyad write a sentence for each of the cueing words.

5. Introduce the following thinking map:



6. Try one activity with the whole class (worksheet on p. 184).

Write in the cause bubble: I watched TV for four hours last night.

Look for effects: I did not get my homework done.
I got a scolding from my mother for watching too much TV.
I stayed up too late and was tired the next day.

Explain that effects are events that follow as a result of what has happened before.

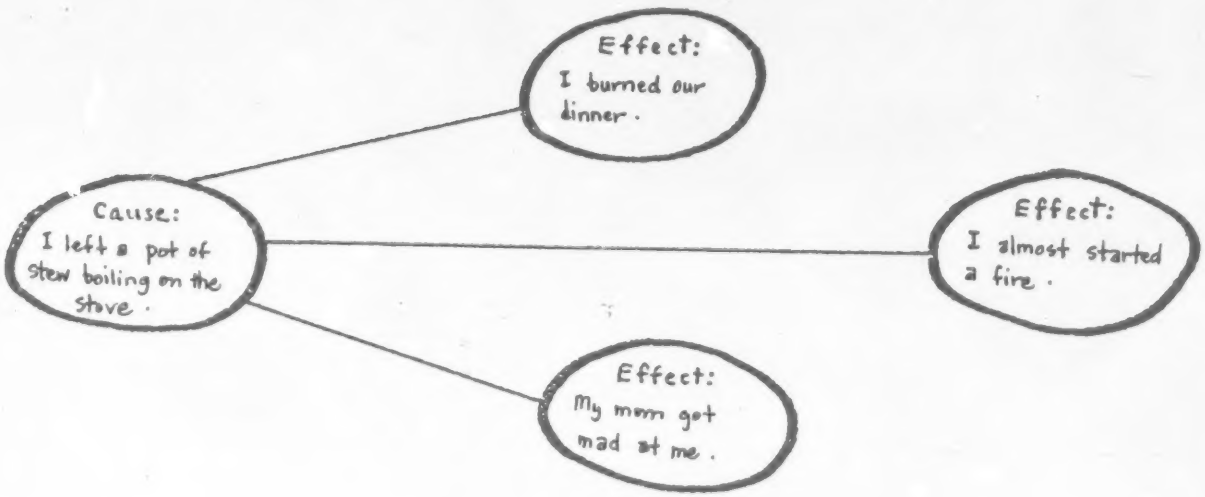
CAUSE AND EFFECT

7. Work with the same dyad and try this activity:

   Cause: I left a pot of stew boiling on the stove.

   Task: Look for at least three effects.

   Use the thinking map (a blank worksheet is included on the following page). See below for the possible responses.



8. Have students apply this knowledge and the use of the thinking map to a story. (An example of an appropriate story is "King Earth and the River" in the textbook, New Directions in English: Differences and Discoveries, Harper and Row.)

   Give the students a few minutes to read the story together. Then pass out the thinking map to do this activity.

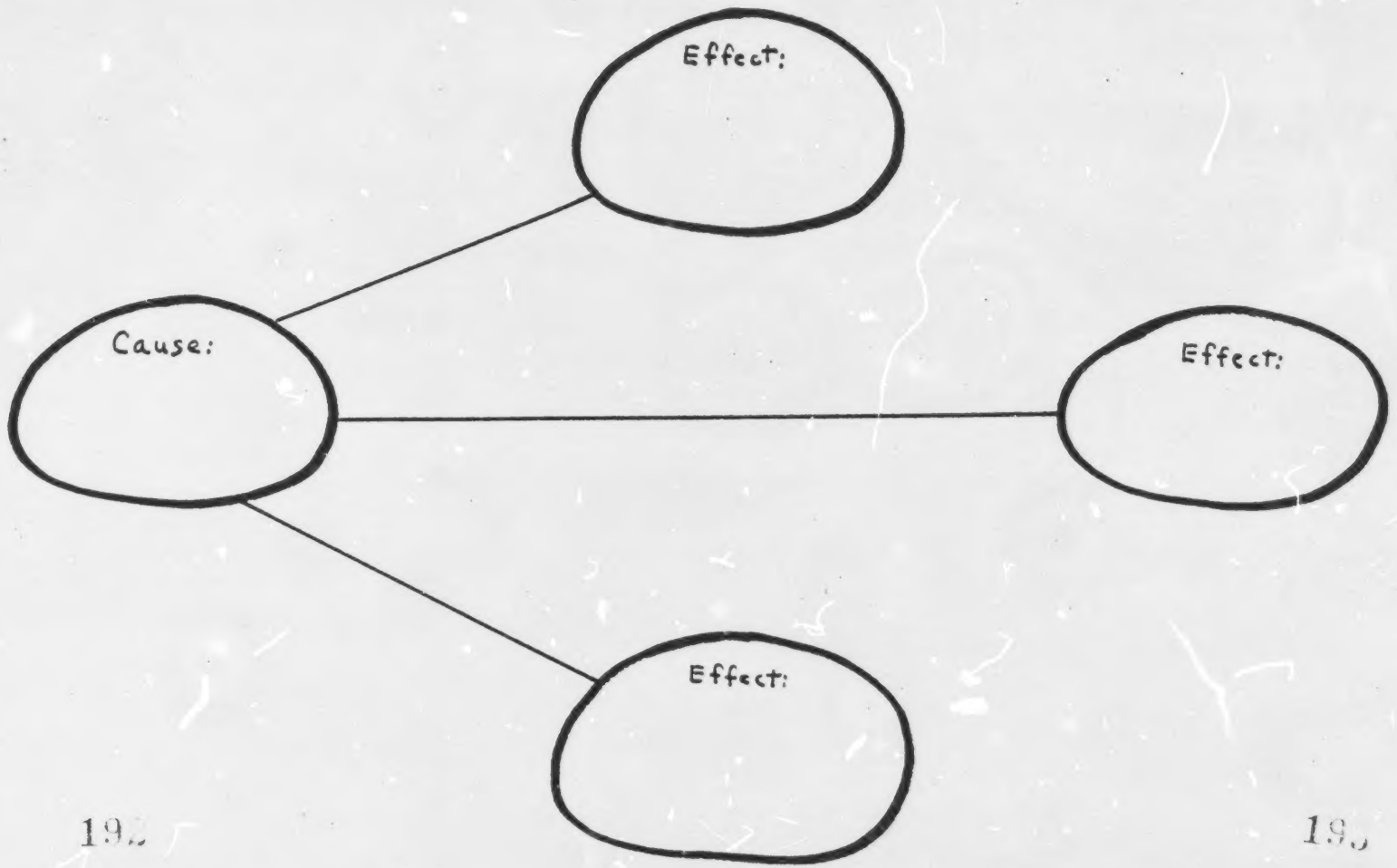
   Task: Analyze the story and find the cause and effect relationships in the story.

9. When the students are finished, have them share their information. Evaluate their findings by leading them to make a generalization about the whole activity.

   Generalization: There are many ways to interpret and to analyze information. Learning to retrieve information by seeing the cause and effect relationships is one way.

10. To evaluate their learning, a pencil-paper activity similar to the one above or those that were earlier introduced could be given. The point is to see if they are able to see relationships of ideas.

Cause and Effect Thinking Map



CAUSE AND EFFECT

Background information:

FPO III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS.

SPE: Identifies possible alternatives based on information gathered.

Curriculum guide reference: Elementary Social Studies Program Guide (1981).

Social studies concept/generalization: Cause and effect/Actions, ideas, and decisions have consequences.

NOTE: For the rationale of this lesson, refer to Appendix D.

Use of Information:

Library Overdues — Cause and Effect Adaptation

NOTE: This lesson applies the skill of using cause and effect to analyze and to organize information to a specific real life problem: overdues in the library. The reader should also look at the lesson on cause and effect preceding this one to see the linkage of the two. The rest of the unit on cause and effect is included in Appendix D.

Topic: Orientation: Thinking About Overdues

Grade level: 5-6

Time allotted: 2 30-45 minute periods

Objectives:

Library: To be aware of the problem of overdues and to see the need to make a conscious effort in returning materials on time.

Guidance: 1) To demonstrate behaviors that illustrate respect for others, such as listening to points of view of others.

2) To listen and accept opinions of others in group discussion.

Social Studies: 1) To be aware that actions, such as library overdues, have consequences.

Materials/equipment needed:

1. 4"x6" lined index cards
2. Rectangular stickers (which may be designed as postage stamps)
3. Crayons, felt pens
4. Copies of Overdue List
5. Thinking maps

Entry skills required: Able to

1. Risk-take and participate in discussion.
2. Understand something about the process of cause and effect with a little familiarity regarding its terminology.

LIBRARY OVERDUES

Steps involved:

(Part 1)

1. Have prepared a letter to the librarian by some concerned bookworm or animated object or anonymous person who is aware of the problem and wants the students to help analyze the problem.

   The letter may be placed in an envelope or made into a transparency or written on the chalkboard or on chart paper.

*Date*_____

*Dear*_____,

We have noticed that your students are terrific readers and that our book friends are happy visiting so many different desks, cubby holes, classrooms and homes. However, we are worried as some of our book friends haven't been seen for weeks or even months in the library or circulating around.

We are enclosing a list of student friends who may be especially helpful in gathering information about why our book friends have not been seen.

Perhaps by working together you and the students can uncover the problem and help students at the same time!

Mahalo,

The Smrowkoob

P.S. We love the students!

2. Say to students, "Have you ever experienced solving a problem by yourself?" "How did you feel?" "Suppose, you had someone to share your feelings with and to help you organize your thoughts? Would it help you?"

Establishing need

(Purpose of cueing is to motivate the students to want to work together to problem solve.)

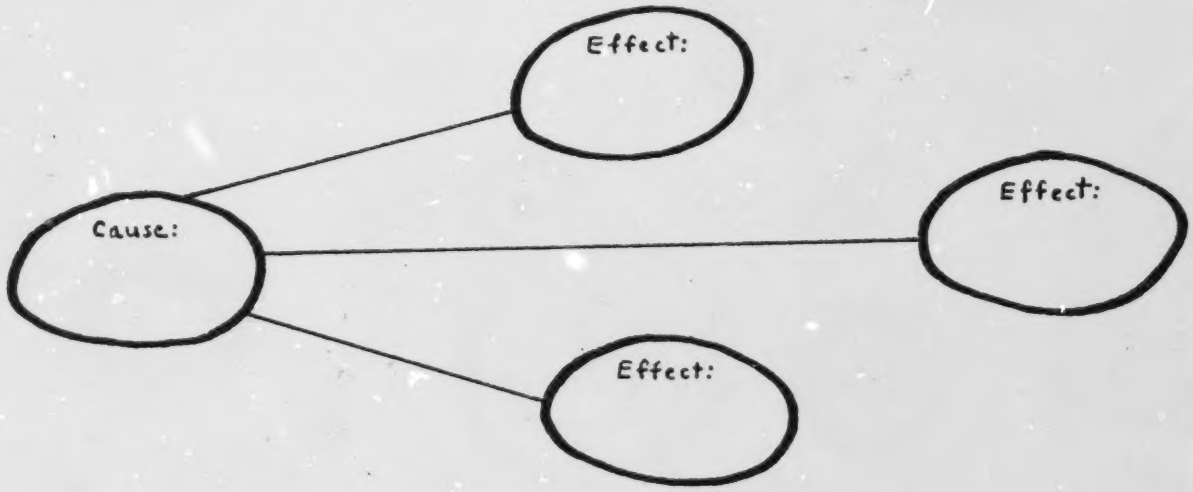
Read the letter and have students follow as you read aloud.

3. Say to students, "Can you identify the problem? What do we know that can validate our information?" "What may be some possible causes for our problem?"

Helpful hint: Librarian may list possible causes on chart paper as reference check for students.

POSSIBLE CAUSES FOR OVERDUES
--forgot to return
--needed it for research
--left it at home
--lost it
--thought I returned it

4. Introduce the following thinking map showing cause and effect. Take one possible cause and diagram effects.



LIBRARY OVERDUES

Try one activity with the whole class.

Write in the cause bubble: I kept my book in my desk for over a month.

Look for effects: I received an overdue notice.
Someone wanted the book but could not use it.

5. Give students blank cause and effect thinking map (see p. 191) and have them work in dyads to analyze other causes and diagram effects. Students may discover that effects can become causes which in turn generate other effects.

6. When students are finished, have them share their information.

Generalizing

Helpful hint: Students may make transparencies of their thinking maps so that all may see how each dyad used its thinking map.

Ask students, "What did we learn that could help us uncover the problem and begin to solve it?" "How can this knowledge help you personally in problem-solving?"

(Part 2)

Applying to real life situation

1. Say, "Now that we have this insightful information let's help students with overdue books know we care and learn from us by writing them a postcard."

2. Give each student an Overdue List of names and room numbers of students with outstanding book(s). Have each student write a postcard using the cause and effect relationships s/he learned about as the content for the card.

   a. Give each student a 4"x6" lined index card and a rectangular sticker to be designed as a postage stamp.

   b. Either assign or have students volunteer to select names appearing on the list.

   c. Have students write a postcard with a positive reminder to return book(s) to the student and address it properly. Students may wish to add illustrations.

R. Muronaga
Room 12

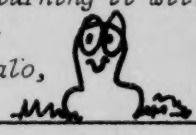
T. Wong
Room 5
Lincoln Elementary School

Dear Terence,

Hi! This may come as a surprise to you but you have a WANTED BOOK!

Please look for it because someone may WANT to borrow it. Your reward for returning it will be a $3.00 savings.

Mahalo,



3. Have students share postcards with classmates.

   a. Have students mail postcards in "U.S. Library Mailbox."

      Helpful hint: Mailbox may be made from any box--just cover and cut slit.

   b. Have students sort postcards by room numbers and deliver.

Evaluation:

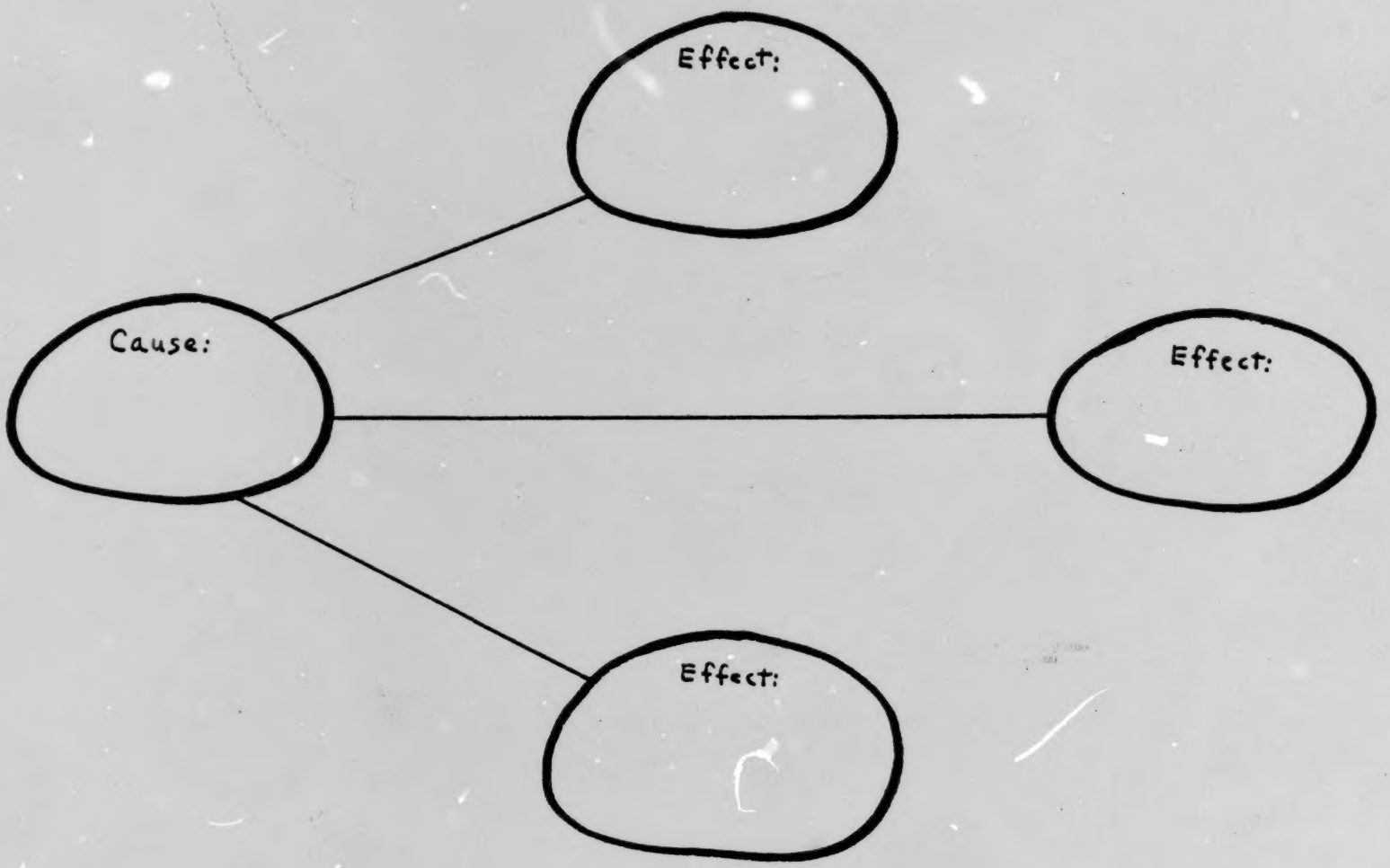
Observe whether or not students return books on time and whether or not there is a decrease in the number of overdue books not returned by students in the class.

Follow-up activity: In classroom/library

Have students brainstorm ways of helping all students, grades K-6, return books on time. Allow students to organize into committees to plan, prepare, practice presentations, and present ideas to selected classes in various formats:

1. Posters
2. Puppet show
3. Mini-theater - dramatizations, role-playing
4. Written compositions and/or illustrations expressing the book's point of view:
   a. The Day I Got Back in Circulation
   b. Would I Rather Be Overdue? A Shelf Sitter? or Popular and Always Circulating?
   c. How it feels to be an overdue book
   d. How it feels to be borrowed and needed.

CAUSE AND EFFECT THINKING MAP



LIBRARY OVERDUES

LIBRARY OVERDUES

Background information:

FPO II: DEVELOP POSITIVE SELF-CONCEPT - Demonstrates behaviors that illustrate respect for others such as listening to their point of view.

FPO III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS - Applies knowledge gained to situations encountered requiring decisions or solutions.

Instructional Objective: Library: Uses proper procedures in borrowing and returning materials, including reference and reserve materials.

Curriculum guide reference: Elementary Social Studies Program Guide, 1981.

Social studies concept/generalization: Cause and effect/Actions, ideas, and decisions have consequences.

Critical thinking skills concept/generalization: Cause and effect/There are many ways to analyze and to interpret information. Learning to retrieve information by seeing the cause and effect relationship is one way.

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Use of Information:

Taking Notes

Topic: Research & Reporting Skills: TAKING NOTES

Grade level: 7-8

Time allotted: 2 60 minute lessons

Classroom/Library Integration:

These note-taking lessons attempt to introduce the specific study skill of note-taking within the context of meaningful content. They also link the skill with students' Language-Experience-Thinking backgrounds so that it is understood.

The meaningful content is supplied by what is being studied in the classroom, e.g., a particular topic in health, science, social studies, etc. Students do research reports to facilitate concept attainment in this specific topic area.

Objectives:

Library: To prepare note cards for use in writing a research paper.

Language Arts: To identify key words for use in note-taking.

Materials /equipment needed:

1. Overhead projector
2. Transparencies - page of a book, sample note card, chart, blanks, composite of several sets of key words, sample note card with topic, note card and working bibliography card
3. Transparency pen
4. Worksheet (see p. 197)
5. Scissors for lesson #2
6. Students to bring working bibliographies, outlines or questions, folder paper and pencils

Entry skills required: Able to

1. Identify specific research topic.
2. Understand steps of research.
3. Develop an outline.
4. Develop a working bibliography.
5. Use card catalog to locate materials.

TAKING NOTES

Steps involved:

(Lesson #1)

Building link to classroom

1. "What are you studying in class right now? How will the library help you understand _____ better? As you find out what you need to know, how will you remember so you can later use it in your report?"

Finding students' "E"

2. Discuss note-taking with class in order to assess informally. Use cueing questions, such as:

"What is note-taking? Have you done it before? Did you have any problems in taking notes? What were they? Were the notes easy to use later? Was it easy to figure out what the notes meant?"

Linking to students' "E"

NOTE: If students have not taken notes before or lack sufficient experience to discuss problems, ask questions using the analogy of a telephone message. "Have you ever had to take a phone message? What if someone called your mother and she was not in and the person wanted her to call back after 7:30 and left her number? What things would you need to remember to tell her?" Discuss problems that might occur when message is not written down...that writing down the essentials of such a message is a form of note-taking.

Comparing/ contrasting

3. On a transparency, show a page from a book with a short paragraph boxed. Have a student read the paragraph out loud. Then show a transparency of the following sample note card:

(Have the same paragraph handwritten on this card.)

Ask another student to read aloud what is on the note card.
Ask students to compare the two.

Considering options - divergent thinking

"How do you feel about taking notes this way all the time?"
Discuss implications--plagiarism.
"Can you think of another way to take notes?"

Building LET

4. "Today I'm going to share one way of taking notes that may be of help to you."

TAKING NOTES

a. Use the following on a transparency:

(Use first sentence of paragraph from previously used transparency and write it at the top. Have the following chart below it.)

1. Very important words	2. Words of medium importance	3. Unimportant words

Have students read the sentence then respond as to whether each word is very important, unimportant, or in-between. Identify the words in the first column as key words.

b. Share the transparency of the page of the book. Ask students to think about which key words they would underline in the second sentence and why. Then ask for a volunteer to underline key words in the second sentence and share why those words were chosen. Ask if anyone had thought of different words to underline. Ask this person to underline in a different color and share why s/he chose those words.

Point to emphasize: that there will be variations as to which key words are helpful--that no one way is right or wrong--and that the main thing is to be able to recall the main idea.

Seeing the purpose for note-taking

5. Write the set of key words used in Step #4a on a transparency. Have students each compose a sentence that captures the main idea.

6. Using their working bibliographies, have each student locate one printed resource useful to research topic. Student should check to see that s/he can read the material.

Applying to research

7. Have students select a paragraph from this resource that seems to be helpful to their research topic and complete worksheet. (Refer to p. 197.)

8. Have several students orally share key words and sentences from their worksheets. Write these on the overhead. Point out open-endedness of note-taking and that what is important is that the individual can understand and use information.

Predicting

9. Have several students share from worksheets where their notes linked to outline or questions. Ask students to predict why this might be a very important link later on.

Generalizing

10. Ask students, "What did you learn about note-taking today that might help you record information you will need to use later?"

Evaluation for lesson #1:

1. During Step #10, generalizing, observe whether students discuss the importance of key words in note-taking.

2. Observe student performance in completing worksheets.

Follow-up activity in classroom or library for lesson #1:

Have students do a few more worksheets taking notes from the same resource.

NOTE: This provides additional practice with feedback from the teacher yet is not just an exercise. Notes will be useful in doing research paper.

HELPFUL HINT: This critical step of moving from having done notes in a group to doing individual notes may be a difficult one. Help from both teacher and librarian will ensure greater success on the part of students.

TAKING NOTES

Worksheet for Lesson #1:

Name of Student:_____ Date:_____

Key words:

Use key words in a sentence:_____

_____

_____

Does this information you found connect to any part of your outline or answer any of your questions? _____

If so, what part?_____

Title of Book:_____

Page Number:_____

TAKING NOTES

Steps involved:

(Lesson #2)

Building link to classroom, last lesson.

1. Link to what is going on in the classroom. Briefly review what students did in last note-taking lesson.

2. Present students with a problem: show a transparency that is a composite of several students' notes from previous session so that it appears as if one student had put all those notes in a jumble on a single page.

   Use cueing questions, such as:

Observing
Predicting

   "What do you see? Is there any system to these notes being all together? What do you think might happen when this student is ready to write a research paper using these notes?"

Cause/effect

   "What do you think might be the cause for this student's problem?" Brainstorm and then encourage class to come to a general conclusion about the problem.

Building LET

3. "What are some ways to solve this problem?"

   a. Help students see that separating information on different aspects of the topic onto separate cards or small pieces of note paper would help them later in organizing. Discuss with students and "box" key words that should go on separate cards.

      "You've said that a possible cause of the problem is that the notes are all jumbled up. What could we do to sort out the jumble? Does anyone remember something you did last time that would help in sorting out the jumble?"

   b. Remind students of the value of linking to their outlines--that the categories listed there could be used to identify note card: (place on a transparency)

Example

Definition of an atom
very small composed of smaller particles, e.g., nucleus

Even if they find information about the definition of atoms in several sources, because each note card starts out with "definition of an atom," the student will be able to put all these cards together later.

c. Help students see the value of recording the source of information. Return last session's worksheets with bottom part identifying title of book and page number folded over, and stapled.

Predicting/ Validating

"Can you remember where your notes came from without looking? Can you remember the page number?" Have students unstaple and validate what they remembered.

Ask, "How did you feel about remembering? Shaky?" "Is it important to remember where information on note cards came from in writing a research paper? Why?"

Show a transparency with a sample working bibliography card and a sample note card with only topic and key words on note card.

Ask, "Is there a simple way to code these cards so we can tell this note card has information from the book on this bibliography card?" (Code with numbers). "How can we remember easily what page this information came from?" (Add page no. to note card).

Applying

4. Have students cut out key words on sample note card from worksheet. Have them do the following:

   a. Code note card and working bibliography card with same number.
   b. Add page number to note card.
   c. Add topic from outline or question being answered to top of note card.

Generalizing

5. Ask, "What did you learn today about note-taking?"

6. Have students locate the rest of resources on working bibliography then start to take notes. As students do individual work, librarian and teacher walk around to answer questions, give hints, and help anyone not getting the idea.

Evaluation for lesson #2:

1. During Step #5, generalizing, observe whether students discuss the importance of documenting sources and page numbers for their notes; and the importance of putting only notes for a single question or outline sub-topic on a note card.

2. Examine actual student bibliography cards and note cards.

Follow-up activity in classroom for lesson #2:

Have students continue to take notes from their sources until completed.

TAKING NOTES

Background information:

FPO IV: DEVELOP INDEPENDENCE IN LEARNING.

SPE: Library: Applies study skills in the classroom and library. Summarizes retrieved information according to a set purpose.

Library concept/generalization: Note-taking/Stored information is used in a variety of ways. Learning ways to use information facilitates development of the independent learning process.

Additional Considerations for Secondary Level

This portion of the chapter addresses some of the concerns at the secondary level.

Although the majority of the sample lessons and units in the preceding section is geared for the elementary grades, the same process of effective instruction can be applied at the secondary level. This was demonstrated during the field testing when some of the elementary lessons were successfully adapted and used by intermediate and high school librarians and teachers.

In addition, however, the secondary situation is sufficiently different to warrant a separate discussion of some effective techniques for the secondary level.

This section is a beginning attempt to identify some situations characteristic of the secondary level, though by no means exclusive to that level; attendant student needs; and examples of techniques to meet those student needs. It includes the following four situations:

1. Library usage pattern
2. Importance of a search strategy
3. Widely divergent student achievement levels
4. Effective instruction.

Situation #1: Library usage pattern

a. Characteristics

Student use of the library is generally flexible and sporadic as contrasted with the year-long, sustained regular visits characteristic of the elementary level.

b. Attendant student needs

Students have need for quick and easy reminders to enable them to use the library to fulfill classroom assignment successfully.

c. Examples

A brief handout may be used that identifies the major steps in doing research. Going over this with the student, the librarian then gives the student the handout as a "road map" through the maze of doing research. (See the following page.)

Directions to user:
Use in one-to-one consultation with student. Handout serves as supplementary reminder only. It does not replace needed instruction.

THE RESEARCH PAPER (HANDOUT)

The steps to follow:

1. Decide on a topic (with teacher's help)
2. Write out your questions (include questions such as why, what, where, who, how)
3. Find all available resources
4. Take clear notes (on separate cards)
5. Think of your main ideas
6. Plan a rough outline
7. Write first draft: be sure to try to answer why? what? where? who? how?
8. Revise report (check organization of ideas, correct spelling, grammar, etc.)
9. Write final draft
10. Organize your bibliography
11. Make attractive title page
12. Edit (e.g., check margins, handwriting or typographical errors)

Situation #2: Importance of a search strategy

a. Characteristics

A search strategy has to do with being able to identify, locate, and use a variety of relevant informational resources to fulfill a learner's quest for information for some purpose such as solving a problem or writing a paper.

At the secondary level the application of such search strategy skills becomes critical and the students are expected to show gradual attainment of independence in this area.

b. Attendant student needs

Student needs are in several major areas:

1) Identifying topics

Being able to identify appropriate descriptors, topics, subject headings, or key words, is the critical first step on the road to locating actual information. As computer technology expands and on-line searching becomes more possible for the ordinary citizen, this skill becomes a critical one for learners achieving independence.

2) Identifying a variety of possible sources through the use of tools to gain access to information in them

c. Examples

1) Identifying topics

a) In order for the learner to obtain a "handle" on how to think of appropriate topics, key words, subject headings, or descriptors that will lead him/her to the information needed, a series of gradually more complex techniques known as "Key word strategies" are presented so that they can be taught to students in The School Librarian as Educator, by Lillian Wehmeyer.

b) Placing a copy of Sears List of Subject Headings, by Barbara Westby, in an easily accessible place will help secondary students think of more subject headings.

2) Identifying a variety of possible sources

A device known by various titles - "Pathfinder," "Trailblazer," etc. - can serve as an effective beginning for students. A Pathfinder that is already completed will help a student get started in obtaining information independently. Sometimes, it will be more advantageous to have the student fill one out in order to experience the process of finding appropriate resources in all possible areas. (Refer to the following pages for an example of a blank Pathfinder format).

PATHFINDER SHEET 1

Pathfinder
Scope (description)

_____

_____

_____

_____

Outline:

I. Introduction

II. _____

III. _____

IV. _____

For an INTRODUCTION see:

The World Book Encyclopedia,

volume _____, page _____,

Look under: _____

_____

_____

Materials about _____

are listed in the CARD CATALOG.

Look under: _____

_____, _____,

_____

Nonfiction books about _____

_____ can be found on SHELVES

labeled: _____

_____

Some NONFICTION books are:

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

PATHFINDER SHEET 2

Some FICTION books are:

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Some BIOGRAPHIES are:

For biographies of individuals, look under the name of the person in the card catalog: _____, _____, _____, _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

PATHFINDER SHEET 3

POETRY on this topic can be found in:

Author: _____

Title: _____

Date: _____ Call No.: _____

REFERENCE books are under:

Author: _____

Title: _____

Date: _____ Call No.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

BIBLIOGRAPHIES can be found _____ _____. Also:

Encyclopedia title: _____ _____

v._____, page _____,

call no.: _____

Author: _____

Title: _____

Date: _____ Call No.: _____

AUDIOVISUAL SOFTWARE to use:

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

Media: _____

Title: _____

Date: _____ Call No.: _____

PATHFINDER SHEET 4

PICTURES AND PAMPHLETS are filed

under: _____

_____

_____

_____

INTERESTING PLACE(S) to visit:

Name: _____

Address: _____

Phone: _____

Hints: _____

THINGS TO MAKE AND DO:

_____

_____

_____

Name: _____

Address: _____

Phone: _____

Hints: _____

A SERIES on this topic:

Author: _____

Series title: _____

Date: _____ Call No.: _____

Name: _____

Address: _____

Phone: _____

Hints: _____

INTERESTING PERSON (PEOPLE) to visit:

Name: _____

Title: _____

Phone: _____

For additional material, look in the card catalog, or ask the librarian for help.

Name: _____

Title: _____

Phone: _____

Areas in which librarian can provide instructional help:

_____

_____

_____

Situation #3: Widely divergent student achievement levels

a. Characteristics

The secondary level, perhaps even more so than the elementary, has students with widely divergent achievement levels. In addition, even the same group of students will go through various stages of learning in mastering a skill. For example, the area of research and reporting can be an awesome and frustrating experience for a student if a high level research paper is expected the first time the student experiences such a project. Starting where the student is and moving through a series of short projects that are at progressively more difficult levels of expectation will enable the student to experience success and learn at a reasonable pace.

b. Attendant student needs

Whether it be a divergent group of students or the same student going through the stages of learning, it is valuable for teachers and librarians to have clearly in mind differing sets of expectations by which to evaluate different students at different stages of learning.

c. Examples

The four levels of expectations in research on the following pages were developed to meet the situation of widely divergent student achievement levels. These were designed with a specific target audience in mind but could serve as a starting point for others to develop their own set of expectations.

Such expectations can also be useful as a starting point for discussion among grade levels so that different courses could contain one or more emphases. The benefit would be that the research process could be taught in a systematic, manageable way with each course contributing parts to the desired whole.

RESEARCH: LEVELS OF EXPECTATION

NOTE: These levels of expectation were developed for a specific high school. It is not definitive; however, it may be used as a starting point for developing a similar model for your own school.

Steps of research	Level 1	Level 2	Level 3	Level 4
Subject	Subject given: Topic already narrowed Example: Individual Explorers (e.g., Columbus, Magellan)	Subject given: Choose topic within a subject Example: Animals - Lion	Subject interest narrowed: Choose topic Example: Careers - Mechanic	Broad subject: Choose topic, identify statement of purpose, pro/con Example: Health - Is marijuana helpful or harmful?
Questions	Why? How? Who? What? When? Where?	Brainstorm	Design questions to get greater detail (that are analytical and based on certain assumptions)	Pro/con; greater depth; change assumptions on which questions are based as necessary (to reflect pro/con positions)
Resources	Encyclopedia only	Secondary sources	Secondary and primary sources	Secondary and primary sources (use of encyclopedia should be limited to introduction)
Bibliography	Final bibliography	Working and final bibliographies	Working and final bibliographies	Working and final bibliographies Footnotes
Note-taking	Answer questions; focus on finding correct information rather than how notes are taken (some copying may occur)	Begin to practice recording information by paraphrasing or using key words; practice on note paper	Teach taking notes; introduce note cards; guided practice	Relate note cards to footnotes; revise ideas; be flexible
Outlining	Do one simple example as a class; introduce outlining through Directed Reading Thinking Activity (DRTA) or Directed Seeing Thinking Activity (DSTA)	Brainstorm for a class outline	Teach, practice, develop an outline of ideas	Require own outline
Rough draft	None	None	Introduce	Required; revise for mechanics

RESEARCH: LEVELS OF EXPECTATIONS (cont.)

Steps of research	Level 1	Level 2	Level 3	Level 4
Final draft	1 to 2 pages; check for complete ideas	1 to 2 pages; check for complete ideas and for mechanics according to student's ability	2 or more pages with cover page; neatly done; check for complete ideas and mechanics	Several pages with footnotes; closer check on mechanics than for previous levels
Sharing information	Draw a picture; dress as person who is subject of report; do simple oral report. (Teacher uses DRTA, DSTA to help bring out generalizations)	Use other library resources (e.g., pictures); do brief sharing - categorize topics	Do demonstration; give speech; invite resource speaker; create simple AV production	Produce something different for presentation (e.g., chart that compares and contrasts)
Evaluation	Focus on process rather than quality of final product	Focus on process rather than quality of product. Evaluate mechanics according to student's ability	Evaluate as to appropriateness of produced materials	Evaluate on all steps
Library plug-in	Encyclopedia	Non-fiction and reference books; review card catalog, Dewey Decimal system, picture file, AV resources	Help as needed	Specialized references; indexes; microforms; community resources
Integration with other courses	As appropriate	As appropriate	As appropriate	As appropriate

Situation #4: Effective instruction

a. Characteristics

When an articulation group that is representative of elementary, secondary, and post-secondary levels dialogues, one of the most frequently mentioned major concerns is that the students forget what they've learned and each level has to re-teach certain basic skills, such as the use of various indexes - card catalog, Readers' Guide to Periodical Literature.

This is a major negative effect indicative of a need for improved instruction. Effective instruction should motivate students and help them remember and transfer learning. The same characteristics for effective integrated instruction used with the sample lessons and units discussed earlier in this chapter can be applied to secondary lessons.

b. Attendant student needs

Students need instruction that implements characteristics for effective learning by using and expanding their Language-Experience-Thinking.

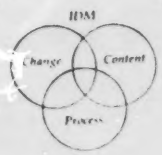
c. Examples

Sample secondary lessons embodying characteristics for effective integrated instruction can be found on pp. 159-163, 193-200.

Summary

Instructional delivery is the crucial act of teaching students. Effective teaching is dependent on the integration of three major factors: 1) the accuracy of perceiving or assessing student needs, 2) the use of effective teaching behaviors, and 3) a repertoire of materials and strategies to meet those needs most appropriately. In addition, the use of planning prevents the omission of crucial steps in implementing so there is less back tracking to do later on. In summary, problem-solving, systematic planning, and collaboration offer positive approaches to the improved delivery of integrated instruction.

IDM



For further information about Planning, Instructional Delivery and their place in the Instructional Development Model (IDM) refer to Appendix A.

Appendix A: Instructional Development Model

NOTE: The Instructional Development Model (IDM) is the philosophical framework on which this guide is based. This draft of the IDM was originally produced by the DOE Office of Instructional Services in 1979.

INTRODUCTION

The improvement of instruction requires systematically planned and implemented change. The Department of Education must plan for change that results in improved output from teachers, students, and administrators.

The Instructional Development Model (IDM) represents such a plan. The IDM is addressed to all educators and depends upon people exercising their creative potential in using group processes to effect instructional improvements.

The IDM has three components:

1. The Change Process: Conditions and factors which facilitate constructive change.
2. Content: The identification of knowledge, skills, attitudes and processes of a program (or service) area, as well as the use of appropriate approaches to help students attain the Foundation Program Objectives, other program objectives, and performance expectations through content.
3. Instructional Process: A systematic way of implementing the steps to improve instruction so that students can attain the desired outcomes.

These three components are interrelated:

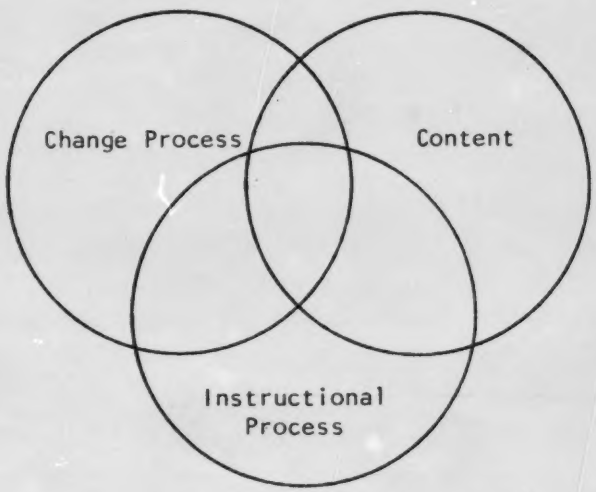


Figure 1. Instructional Development Model (IDM)

These components are familiar to many of us; some aspects of them have long been in operation in our schools. The IDM coordinates all three components so that change may be effected in a more cohesive and systematic manner.

Each component is fully described on the pages that follow. The last portion of this plan describes the interrelationships and integration of the components.

THE CHANGE PROCESS

The Change Process sets the tone and serves as a basis for the other two components; it permeates the system.

The focus of the Change Process is on people and the way they behave. Three principal considerations in any change process are leadership behaviors, collaborative processes, and climate factors.

A. Leadership Behaviors: The leader's behavior is crucial to the change process. The behavior of the leader directly influences the degree to which people are willing to collaborate and creates a positive climate for change. In bringing about higher performance levels, a leader (teacher, principal, district superintendent, etc.) supports, guides, and cares in undertaking tasks directly related to change: goal setting, planning, and organizing.

B. Collaborative Processes: These processes of shared decision-making, group communication, and teamwork enable people to work together constructively to achieve common goals.

C. Climate Factors: These factors promote a greater willingness on the part of educators to take risks and to participate in the improvement process. People may be more willing to change when there is a felt need, an acceptance of common goals, and an awareness of the benefits which may be derived from change. Planning for change must provide for a reasonable rate within which change can occur; the climate must also allow for trial and error experiences, for in-service training, and for the collecting of necessary information (feedback).

APPENDIX A

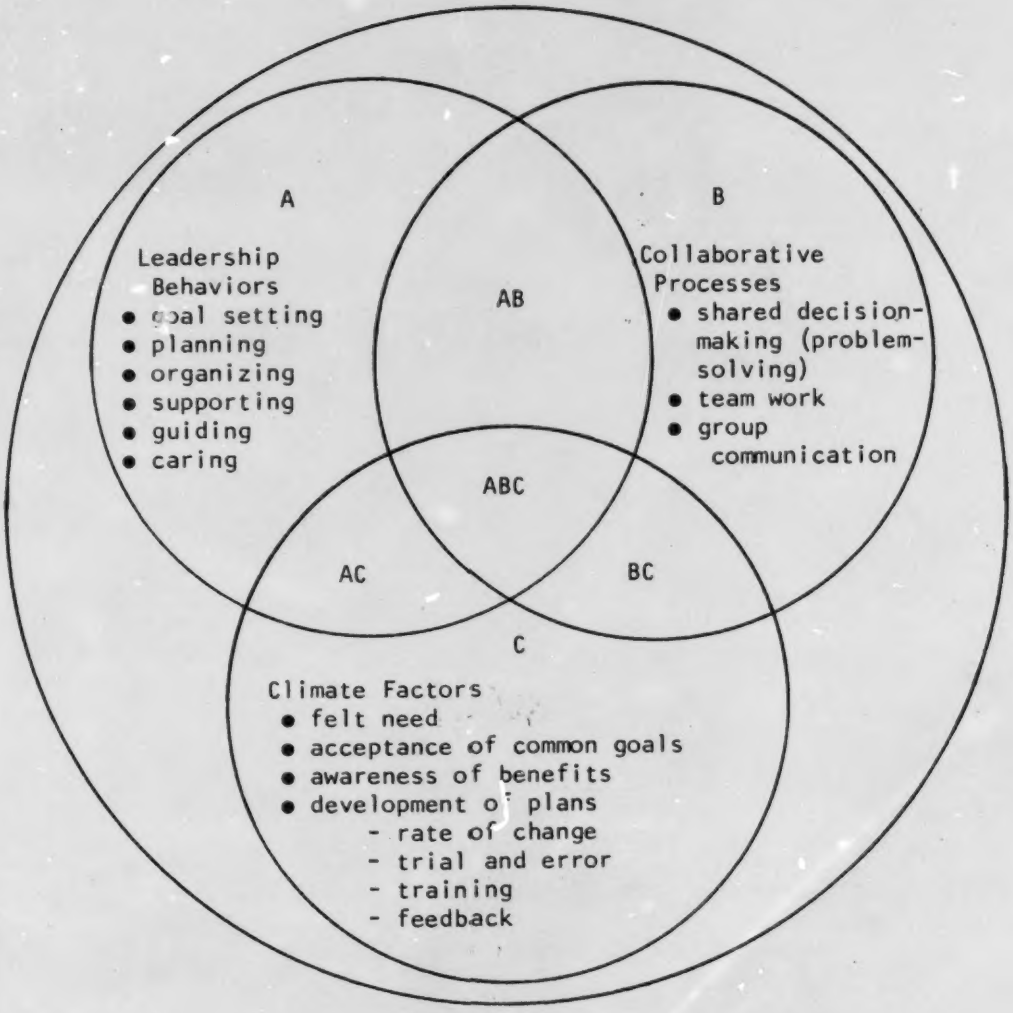
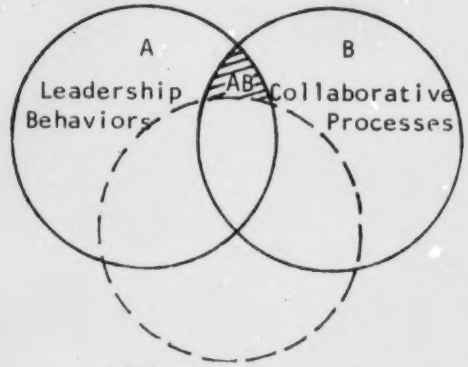


Figure 2. The Change Process

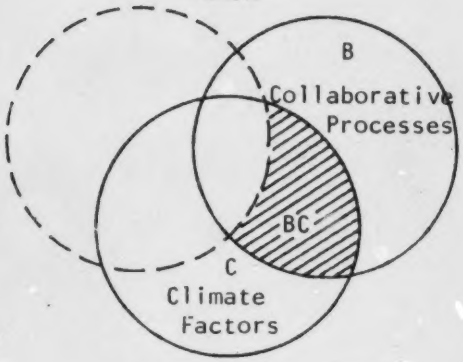
APPENDIX A

Each consideration has its own identity; but in actual practice, there are many overlaps. The greater the overlap, the more effective the implementation.

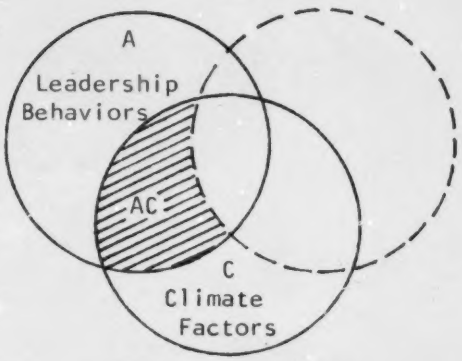
These overlaps are described below.



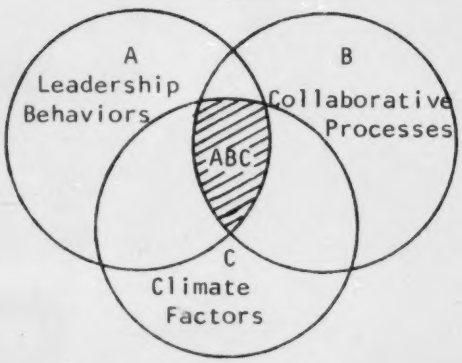
AB: Collaborative processes are dependent upon leadership behaviors. A leader who views people as worthwhile, intelligent, and capable promotes collaboration in seeking positive changes.



BC: People need to collaborate in order to agree upon the needs, accept common goals, and plan together.



AC: The ability to lead in planning (under "Leadership Behaviors") relates directly to development of plans (under "Climate Factors").



ABC: Goal setting using collaborative processes results in acceptance of common goals.

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APPENDIX A

The three principal considerations, when all present and functioning, assure a humane, person-centered approach to improving instruction and promoting student growth.

CONTENT

Content, as discussed here, refers to the body of knowledge, skills and attitudes, and processes which are taught in a subject or program area. The content for instruction is determined by societal needs which are specifically identified in the State's Master Plan for Education and the Foundation Program.[1]

Instructional approaches are used to teach content. To apply instructional approaches to specific content areas, program or subject area content models are necessary. These models can be used by principals and teachers to help them analyze student performance in a program or subject area. The information gleaned from the analysis can help teachers select teaching strategies which should raise the performance level of students.

The basic instructional approaches are recognized as LET (using the Language/Experience/Thinking of the learner), specific learnings (that is, the teaching of discrete, detailed tasks), and integrated learnings (combination of LET and specific learnings). These approaches can be viewed in terms of the following schema:

[1] Master Plan for Public Education in Hawaii (Hawaii: Department of Education, 1969); The Foundation Program for the Public Schools of Hawaii (Hawaii: Department of Education, 1971).

APPENDIX A

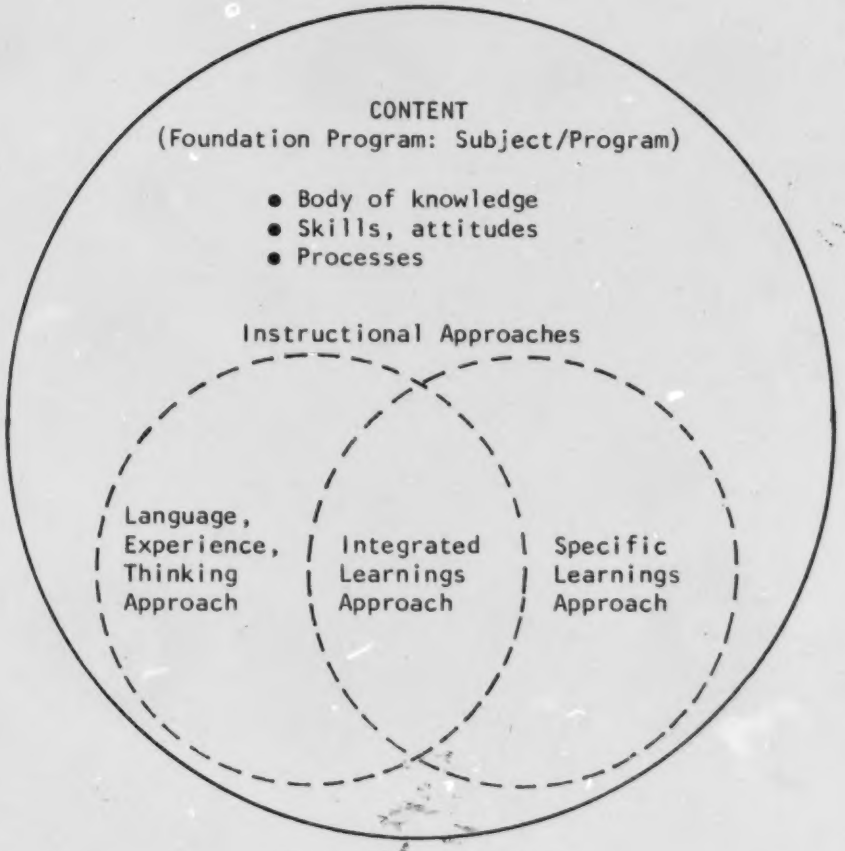

Figure 3. Content

LET Approach

The first circle of broken lines called the "Language, Experience, Thinking Approach" represents instruction which is LET-based: using the language (L), experience (E), and thinking (T) of the learner. In every subject area, e.g., social studies, science, math, and industrial arts, a student needs to recall past experiences as well as gain new ones; these experiences serve as the foundation on which to build the concepts and knowledge of the subject. As these new experiences (direct and vicarious) and concepts are being developed, language (vocabulary, concept words) is learned to enable the student to label the basic materials, equipment, processes, and procedures of the subject area and to discuss and communicate its ideas. When students understand the basic language of the subject, the foundation is set for meaningful and functional learning of knowledge, skills and attitudes, as well as learning of the thinking processes required by the program.

There will be some students who can gain further knowledge and skills independently and apply them functionally. However, for most students two other instructional alternatives, the specific learnings approach and the integrated learnings approach, must be introduced so that they can apply the knowledge and skills learned.

Specific Learnings Approach

The second circle of broken lines entitled "Specific Learnings Approach" represents the teaching of discrete, detailed tasks (skills, information, etc.). The emphasis here is on correct performance of discrete tasks through repetition and memorization. The basic assumptions underlying this approach are that students learn through carefully sequenced, controlled, and structured lessons, and that application of the skills, for example, occurs when an adequacy level has been attained.

Integrated Learnings Approach (overlap of circles)

The overlap of the two broken-line circles represents the integrated learnings approach; integration occurs when the learners' LET is used in the teaching of specific skills or tasks. That is, instruction capitalizes upon the learners' LET (previously developed) to help students apply the discrete skills being learned. The skills become a part of a larger whole. Students learn better when the skills taught are integrated into a meaningful context or situation, rather than learned as isolated, discrete pieces of information.

Each instructional approach is important and leads to different effects. The LET approach results in holistic (or macro) learning. Comprehension of the "total picture" results, and the student can generalize. The student also takes greater risks, guesses more, and attends to process rather than to isolated facts.

The specific learnings approach leads to atomistic (or micro) learning. The student learns specific skills and facts in isolation. The student takes fewer risks and guessing is minimized. If this approach is used too heavily for extended periods of time, some students in the long run may experience difficulty in problem-solving and in the application of the skills learned.

In the integrated learnings approach, both the concrete (specific) and abstract levels of thinking are attended to. The student knows how to relate the specific skills within a larger, meaningful context. Guessing, as necessary, is based on clues.

In teaching, all three approaches are necessary for different students at different times. The approach chosen at any given time should be based on the assessment of students and the desired results. For example, for students assessed as having difficulty in generating ideas in writing, the LET approach which emphasizes free expression of ideas may be very suitable. And for students having difficulty with punctuation, the specific skills approach may be used. The example provided below may illustrate the point further.

Example of Use of the Three Approaches

The example selected to illustrate the three approaches is the teaching of writing:

LET Approach: Teaching of writing through this approach is characterized by activities such as journal-writing and free-writing. These activities rely heavily on the students' language, experiences, and thinking. Writing lacks a rigid structure, and students are given much leeway as to what they write. In journal-writing, for example, students write whatever they want to. The LET approach is recommended for students who need practice in relying on their own resources in generating ideas.

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Specific Learnings Approach: An example of this approach in the teaching of writing is lessons in grammar, usage, and syntax. The emphasis is on a technical knowledge of grammar and correct usage, and on combining words into sentences. It is a highly structured approach and may be suitable for students who need practice in using words and using them effectively.

Integrated Learnings Approach: This approach focuses on the rhetorical aspects of writing, emphasizing the communication process between the writer and the reader. It capitalizes upon the students' resources of language, expanding and refining them for a particular purpose. This approach is suitable for students who need practice in using the knowledge of grammar, usage, and syntax in communicating their ideas.

THE INSTRUCTIONAL PROCESS

The Instructional Process (IP) provides a framework for development and improvement of instruction. The framework specifies a structure that identifies the various parts and establishes their relationship to each other and to the total instructional process. The framework can be the basis for analyzing the instructional process, operational processes, and problem-solving processes in the Department.

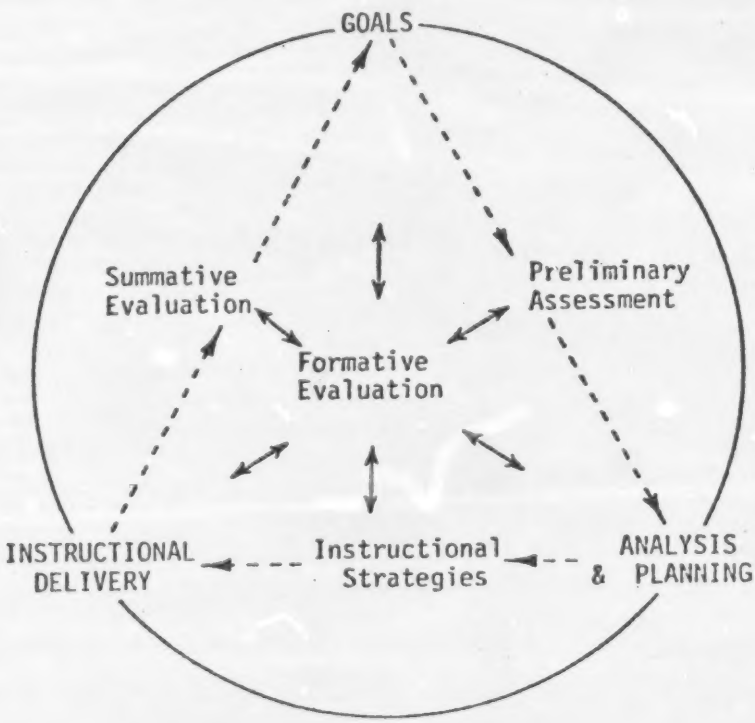


Figure 4. Instructional Process

APPENDIX A

The IP consists of three primary elements--GOALS, ANALYSIS AND PLANNING, and INSTRUCTIONAL DELIVERY--and three secondary elements--Preliminary Assessment, Instructional Strategies, and Summative Evaluation. Affecting all the elements is Formative Evaluation, the heart of the improvement system.

GOALS include the Foundation Program Objectives, Performance Expectations, Essential Competencies, and content area objectives. The GOALS reflect the purposes, or the ends, of education stated in differing degrees of specificity and must be in consonance, one level of specificity with the other levels.

Preliminary Assessment is the gathering of appropriate information about the learner and learning styles. Preliminary Assessment is described also as "finding out where the learner is" in relation to GOALS, as well as ascertaining learning styles and other factors which influence learning.

ANALYSIS AND PLANNING refer to the analysis of assessment data, planning for the teaching-learning process, and the identification of instructional objectives for the learner.

Instructional Strategies refer to the selection of the most effective and efficient means of assisting the learner in attaining instructional objectives determined in the Analysis and Planning step. It involves the selection of materials, methods, approaches, techniques and processes. Instructional Strategies also take into account variables such as organizational patterns, facilities, and time.

INSTRUCTIONAL DELIVERY is the actual teaching process, that is, the implementation of the Instructional Strategies. Instructional Delivery can also be viewed as the total teaching-learning act.

Summative Evaluation is the process of obtaining and using student outcome information for making judgments about learner achievement and the effectiveness of instruction in meeting objectives--judgments that will determine the next steps to be taken. Examples of Summative Evaluation are standardized achievement tests, end of unit tests, and final examinations.

Formative Evaluation, or process evaluation, provides data so that adjustments to any one of the instructional elements can be made as necessary and appropriate. In short, for improvement of any part of the IP. An example of this situation is when evaluation shows that assessment instruments are not suitable to provide the kind of data needed in analysis and planning. The consequent action from the formative evaluation may be the search for better assessment techniques or the devising of better assessment instruments.

Appendix B: Library/Study Skills Scope and Sequence Chart

NOTE: Schools have used this scope and sequence chart as a starting point to develop library/study skills continuums suited to their own situations. Some have identified at each grade level which skills are to be:

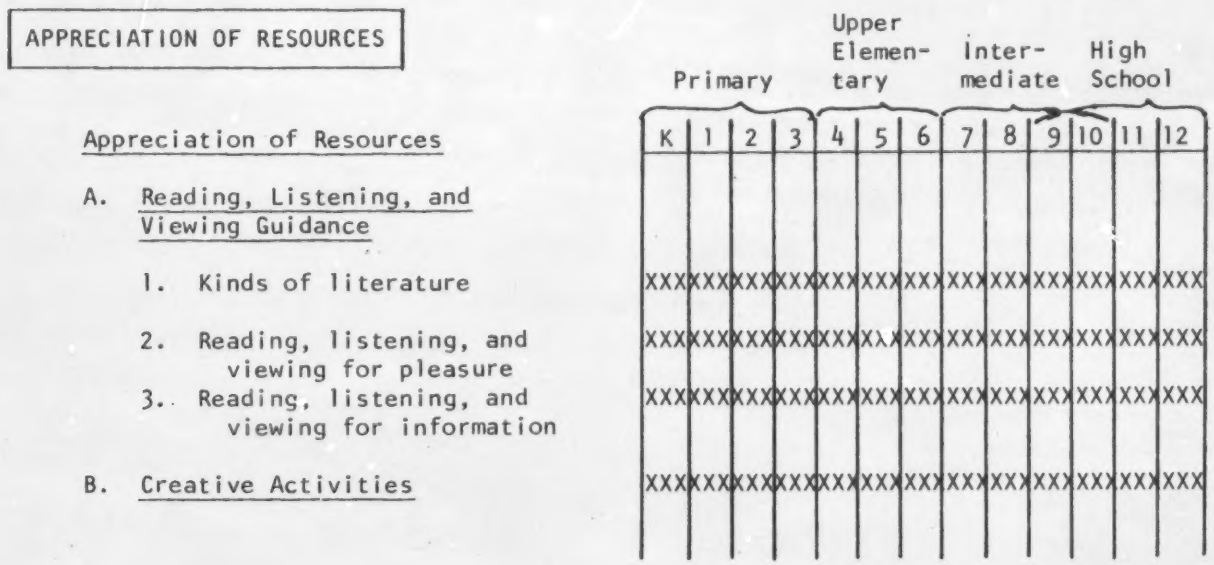
- *introduced*
- *directly taught*
- *reinforced*

At the secondary level schools have identified courses or departments where skills are to be:

- *directly taught*
- *applied*

Examples of school continuums are available for examination at School Library Services.

APPRECIATION OF RESOURCES


Primary
Upper Elementary
Intermediate
High School
K 1 2 3 4 5 6 7 8 9 10 11 12
Appreciation of Resources
A. Reading, Listening, and Viewing Guidance
1. Kinds of literature
2. Reading, listening, and viewing for pleasure
3. Reading, listening, and viewing for information
B. Creative Activities

RETRIEVAL OF INFORMATION AND RESOURCES

	Primary				Upper Elementary			Intermediate			High School		
	K	1	2	3	4	5	6	7	8	9	10	11	12
Orientation													
A. Introduction to personnel and their role	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Library courtesy and citizenship	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Kinds and locations of materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Care of books and audiovisual materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
E. Identification and care of audiovisual equipment	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
F. Circulation procedures	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Parts of Books													
A. Identification and location	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Utilization	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Audiovisual Resources													
A. Identification of audiovisual resources	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Operation of audiovisual equipment	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Utilization of audiovisual resources	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Card Catalog, Classification and Arrangement													
A. Arrangement of materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Shelf labels	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Alphabetizing		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Catalog drawer labels and guide cards		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
E. Relation of call number to locating materials		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
F. Types of catalog cards				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
G. Contents of book and audiovisual cards				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
H. Classification system					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
I. Cross reference						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

APPENDIX B

Research and Reference Resources	Primary				Upper Elementary			Intermediate			High School		
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Dictionaries													
1. Definition		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Locating words			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Kinds of dictionaries						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Encyclopedias													
1. Definition			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Locating information				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Kinds of encyclopedias				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Periodicals													
1. Definition			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Kinds of periodicals			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Special features			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Periodical Indexes													
1. Definition							XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement							XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Use of periodical indexes							XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Key words							XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features							XXX	XXX	XXX	XXX	XXX	XXX	XXX

APPENDIX B

	Primary				Upper Elementary			Intermediate			High School		
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Other Reference Sources													
1. Vertical file materials				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Community resources					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Indexes, almanacs, gazetteers, yearbooks, atlases							XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Special biographical references							XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Subject area references							XXX	XXX	XXX	XXX	XXX	XXX	XXX
USE OF INFORMATION													
Reporting and Research Skills													
A. Selecting the topic				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Locating, collecting, evaluating, and organizing information from various sources				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Outlining					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Taking notes				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
E. Preparing a bibliography					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
F. Completing a report				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Audiovisual Resources													
Production of audiovisual resources			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

Appendix C: Hawaii English Program Library Skills Pretest

NOTE: The Hawaii English Program (HEP) Library Skills Pretest includes both paper-pencil and performance test items. It can be adapted and used as a diagnostic tool in student assessment. The test itself as well as the answer key appear on the following pages.

APPENDIX C

SECTION 1

In the items below choose the correct answer from the four possible choices. Write the letter of the answer in the blank at the left or number 1-18 on another sheet of paper and write your answer after each number.

_____ 1. There are two main types of books in a library: (A) fiction and biography (B) fiction and nonfiction (C) nonfiction and biography (D) stories and encyclopedias.

_____ 2. Nonfiction books in a library usually have (A) an author card (B) a title card (C) a subject card (D) title, subject, and author cards.

_____ 3. A card which helps you find additional information on a particular topic is called (A) an index card (B) a cross-index card (C) an appendix card (D) a cross-reference card.

_____ 4. A card in the card catalog would most likely not give information on (A) the number of pages in the book (B) whether there are illustrations (C) the date of publication of the book (D) the number of books which have been sold.

_____ 5. Nonfiction books are arranged on the shelves according to (A) the Dewey Decimal System (B) alphabetical order (C) the author's last name (D) the first letter of the title.

_____ 6. Fiction books are arranged on the shelves (A) in alphabetical order according to the author's last name (B) in alphabetical order according to the first letter in the title (C) according to when the book was published (D) in alphabetical order according to the author's first name.

_____ 7. According to the Dewey Decimal System, books can be divided into (A) five classes (B) ten classes (C) twenty classes (D) twenty-five classes.

_____ 8. If you wanted to locate a book with the class number 659, you would look on a shelf labeled (A) 549-653 (B) 654-721 (C) 722-753 (D) 754-869.

_____ 9. Biographies are arranged on the shelves alphabetically according to (A) the last name of the person written about (B) the last name of the author of the book (C) the first letter of the title (D) the order in which the books were published.

_____ 10. An index which keeps track of all the articles in many magazines is called (A) Readers' Index (B) Reader's Periodical Stacks (C) Guide to Magazines (D) Readers' Guide to Periodical Literature.

_____ 11. A list of books or articles where more information on a subject can be found is called (A) a preface (B) an index (C) a bibliography (D) a text.

_____ 12. A short dictionary found at the end of a book is called (A) an appendix (B) a glossary (C) a preface (D) an index.

_____ 13. Some books have a section at the end of the book which contains maps, charts, graphs, and other special information related to the text of the books. This section is called (A) an appendix (B) a glossary (C) a bibliography (D) an index.

_____ 14. An alphabetical list of all the subjects discussed in a book is called (A) an appendix (B) a glossary (C) a bibliography (D) an index.

_____ 15. The copyright date of a book is ordinarily found on (A) the front of the title page (B) the reverse side of the title page (C) the reverse side of the table of contents (D) the last page of a book.

_____ 16. To help you find as much information as possible in an encyclopedia, you can look (B) at the appendix (B) at the index and the cross-reference (C) at the index (D) at the cross-reference and glossary.

_____ 17. The part or parts of an almanac which help you find the information you need is/are (A) the appendix and glossary (B) the appendix and the index (C) the table of contents (D) the table of contents and the index.

_____ 18. A newspaper usually contains (A) comics, sports, editorials, news (B) classified ads, obituaries, temperatures (C) an appendix, bibliography, and glossary (D) A and B, but not C.

SECTION 2

In the items below choose the correct answer from the four possible choices. Write the letter of the answer in the blank at the left or number 19-31 on another sheet of paper and write your answer after each number.

_____ 19. You could probably find out what happened in sports last week in (A) an almanac (B) a magazine (C) a book (D) an encyclopedia.

_____ 20. To find the origin of the word truth, you would consult (B) an almanac (C) a thesaurus (C) a book (D) a dictionary.

_____ 21. To find out about the history of India, you should consult (A) a dictionary (B) a thesaurus (C) an encyclopedia (D) a newspaper.

_____ 22. In order to find out what the President did last week, you would look in (A) a magazine (B) a book (C) an almanac (D) an encyclopedia.

_____ 23. You want to find out when Alexander Graham Bell invented the telephone. The best place to look is in (A) an encyclopedia (B) a magazine (C) a book (D) an almanac.

_____ 24. You want to find what the highest temperature was in Lihue yesterday. One good place to look would be (A) an almanac (B) an encyclopedia (C) a book (D) a newspaper.

_____ 25. You want to find out who is the tallest man who ever lived. A good place to look is (A) the Readers' Guide (B) the card catalog (C) the encyclopedia (D) the Guinness Book of World Records.

_____ 26. If you wanted to find some current articles on the destruction of the ozone layer, you would look first in (A) the Readers' Guide (B) a card catalog (C) an almanac (D) the index of the encyclopedia.

_____ 27. To find four synonyms for smell, you would look in (A) a magazine (B) an almanac (C) a thesaurus (D) a dictionary.

_____ 28. If you wanted to find out the length of the longest river in the United States, you would look in (A) an almanac (B) a magazine (C) a dictionary (D) an encyclopedia.

_____ 29. If you wanted to find out the etymology of a word, you would look in (A) a thesaurus (B) a dictionary (C) an almanac (D) an encyclopedia.

_____ 30. To find out what deceit means, you would look in (A) a dictionary (B) a book (C) an appendix (D) a glossary.

_____ 31. You want to find out who started the Humane Society. One good place to look is (A) a thesaurus (B) a newspaper (C) an encyclopedia (D) a dictonary.

SECTION 3

In the following activities you will actually use a thesaurus, dictionary, encyclopedia, almanac, magazine, newspaper, Readers' Guide, and card catalog. Write your answers on another sheet of paper.

THE DICTIONARY

32. According to the dictionary, how many syllables does the word expiate have?

33. According to the dictionary, is the word respite pronounced [res'pit] or [res pite]?

34. According to the dictionary, what part of speech is the word tripartite?

35. Using the dictionary, write a short history of the word puppy.

THE THESAURUS

36. Use a thesaurus to find three synonyms for flame.

37. Use a thesaurus to find three synonyms for sure.

THE NEWSPAPER

38. Using the newspaper provided by your teacher, find the table of contents. What page are the comics on?

39. In the newspaper find an article about a crime. Write the headline of the article and the number of the page where the article is located.

40. Where could you find a newspaper published on January 19, 1956?

THE MAGAZINE

41. Pick a magazine from those provided by your teacher. What is the name of the magazine? What is the third article listed in the magazine's table of contents and what page does it begin on?

THE READERS' GUIDE

42. In the library find a magazine article about vitamins published in 1974. List the name of the magazine, the date of publication, the title of the article and what page it begins on.

THE ALMANAC

43. Does the almanac you are using have a general index? If so, what is its last entry?

44. In the almanac, on what pages is information about the Olympic Games located?

APPENDIX C

THE ENCYCLOPEDIA

45. In the encyclopedia what article comes before the article on the telephone?

46. How many places in the encyclopedia mention Alexander Graham Bell?

THE CARD CATALOG

47. Using the card catalog, locate a book on hang gliding or one on sea life. Write down the call number, the title, the author, and then find the book.

48. Using the card catalog, find a book written by John Steinbeck or Ernest Hemingway. Write down the author, the title, and the call number. Then find the book on the shelves.

49. Using the card catalog, find one of these books on the shelves: Bury My Heart at Wounded Knee, Hiroshima, Hawaii, The Yearling, Great Expectations, or Black Like Me.

50. Using the card catalog, find a biography of a person you admire on the shelves.

ANSWER KEY
LIBRARY SKILLS PRETEST

SECTION 1: THE LIBRARY AND REFERENCES

Library (card catalog)

1. B
2. D
3. D
4. D
5. A
6. A
7. B
8. B
9. A

Readers' Guide

10. (D) Readers' Guide to Periodical Literature

The Book

11. (C) a bibliography
12. (B) a glossary
13. (A) an appendix
14. (D) an index
15. (B) the reverse side of the title page

Encyclopedia

16. (B) at the index and the cross reference

Almanac

17. (D) the table of contents and the index

Newspaper

18. (D) A and B, but not C

SECTION 2: REFERENCES IN THE LIBRARY

19. (B) a magazine
20. (D) a dictionary
21. (C) an encyclopedia
22. (A) a magazine
23. (A) an encyclopedia
24. (D) a newspaper
25. (D) the Guinness Book of World Records
26. (A) the Readers' Guide
27. (C) a thesaurus
28. (A) an almanac
29. (B) a dictionary
30. (A) a dictionary
31. (C) an encyclopedia

SECTION 3: FINDING INFORMATION IN REFERENCES

THE DICTIONARY

32. 3
33. [res'pit]
34. adjective
35. Puppy comes from the Latin word pupa meaning "doll."

THE THESAURUS

36. conflagration, (wild) fire; or infatuation, crush, passion
37. certain, positive, definite

THE NEWSPAPER, MAGAZINE, READERS' GUIDE, ALMANAC, ENCYCLOPEDIA AND CARD CATALOG

The teacher will have to make answer key for questions 38 through 50.

APPENDIX C

38-40 THE NEWSPAPER
41 THE MAGAZINE
42 THE READERS' GUIDE
43-44 THE ALMANAC
45-46 THE ENCYCLOPEDIA
47-50 THE LIBRARY AND THE CARD CATALOG

Appendix D: Cause and Effect as a Critical Thinking Skill

NOTE: This unit on cause and effect as a critical thinking skill is sequenced so that students are first taught the skill and then gradually led to apply this skill in increasingly sophisticated ways to various real life situations and, ultimately, to critical contemporary issues. The first lesson in this unit appears on pp. 180-185 in the chapter on "Planning for Instructional Delivery." The rest of the unit is included in this appendix.

RATIONALE

Lesson 1: Teaching the Use of Cause and Effect

Using task cards (pictures) to introduce the first concept of causal relationships reduces the risk factor. It is also a very concrete basis to start a lesson.

There are several things that the teacher should be aware of:

1. By having the students participate in the opening of the lesson, it would have aroused their interest.

2. During sharing, the teacher can use the language as a diagnostic means to assess the level of entry.

3. This also is a means to see quickly how well they work in dyad situations.

In the part of the lesson when the students work in pairs the teacher is more able to see how well they have mastered the vocabulary. By creating their own sentences, it will show how comfortable the students are in using terminology relating to cause and effect.

If the language is not well grounded, this is a good time to give them more drill. However, before you do this, determine what level of competency you wish the students to achieve.

A sample of the drill lesson:

Find one situation in each of the stories that has a cause and effect situation. Write your statement using a cue word.

1. Red Riding Hood, by Charles Perrault
   (i.e., Why did little Red Riding Hood visit Grandma?)
2. "Maui the Sun-Snarer" (from Maui-Full-of-Tricks, by Vivian L. Thompson)
3. Island of the Blue Dolphins, by Scott O'Dell
4. Bremen Town Musicians, by Grimm Brothers
5. "Milk Maid and Her Pail" (from Aesop's Fables)

APPENDIX D

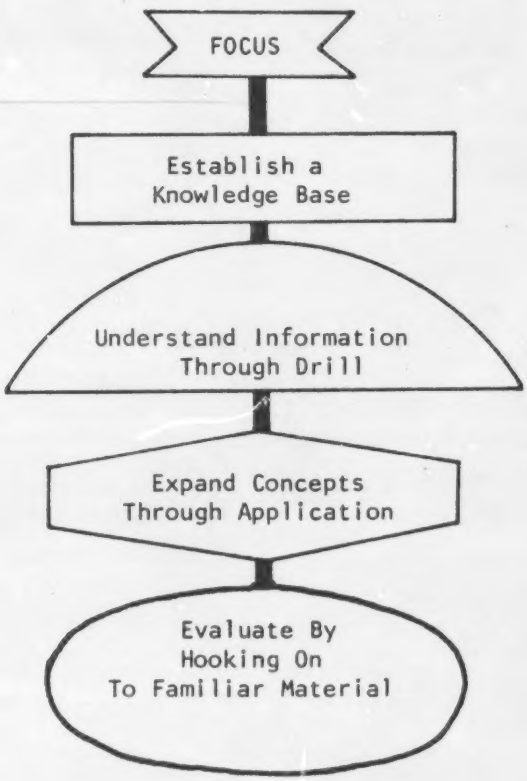
In this lesson, concept of a thinking map is introduced for the first time, and familiar experiences are still being used to reduce the risk factor and to encourage students to participate.

To see if the students know how to manage a thinking map, unfamiliar material is introduced and the students are then asked to apply what they have just learned to the familiar map. Because the task still presents very little risk, the students immediately begin to adapt it for long term and short term effects.

At this point the teacher can assess the students' idea of learning a skill for personal use. When the students begin to hook in this knowledge for their own use, it is then comfortable for them to continue. This is still a skill lesson.

When a student understands the goals and becomes an active participant in determining outcomes, his/her interest and enthusiasm are heightened. Because of this, it usually is good practice to show the student the process and to anticipate with him/her the expectations. This procedure will also make him/her goal-oriented.

The following sequence is usually shared with the students:


FOCUS
Establish a Knowledge Base
Understand Information Through Drill
Expand Concepts Through Application
Evaluate By Hooking On To Familiar Material

APPENDIX D

Lesson 2: Chaining

In this lesson, Chaining, a new element has been introduced along with the familiar skill of seeing cause and effect relationships, i.e., sequencing. The "Chaining Map" shows the student how a cause can generate a series of results, all in orderly sequence.

The student then usually transfers the old knowledge that was learned in previous lessons and hooks in the new ideas and establishes a new knowledge base.

Again, however, because the task is becoming continually more difficult, and to reduce threat, familiar material is used to first introduce the new map.

First, work in a large group situation. Then to work for mastery, divide students into dyads again, and use new and different content. Students are more willing to participate if the risk is shared or reduced.

Because the material is new or unfamiliar, the students will begin to feel the need to look toward new sources for information, and they should be allowed to do this.

Lesson 3: Issues - Using Cause and Effect

The "Issues" lesson which focuses on effects on self and others gives students another perspective. It makes the responses to issues or problems personal as well as intellectual.

At this level, students need very little motivation except to have a brief review of the skill. The issue-oriented content, or the problem-approach to information pushes the students along. The focus now shifts from the application of the skill to content understanding.

As the task becomes increasingly more complex and more abstract, students need much assurance in the beginning to risk-take and to be daring. You can provide safety by having them work in small groups. Usually, there is no paper and pencil test. Rather, the question is asked:

"How can this knowledge help you personally in problem-solving?"

If students can relate these skills to some aspect of a real life situation, then they would have learned well, and the use of cause and effect relationships will have become a part of the repertoire of skills for them to rely on in future encounters.

APPENDIX D

LESSON 1: TEACHING THE USE OF CAUSE AND EFFECT

This lesson appears on pp. 180-185 in the chapter on "Planning for Instructional Delivery."

LESSON 2: CHAINING

Objective:

1. To learn how a cause can trigger a series of events which are consequences of the event before it.

2. To learn how to sequence these effects.

Entry level requirements: Able to

1. Comprehend the process of cause and effect and recognize terminology associated with it.

Motivation:

Have a series of task cards showing the sequence of an apple seed developing into an apple tree. Have these cards all jumbled up on the bulletin board and ask a student to sequence them.

Relate this activity to the one following by stating that if a reader is able to understand sequence, then, s/he will be better able to deal with the information.

Steps involved:

1. (Begin to develop the chaining lesson immediately.)
   Read the story of Crow Boy, by Jun Iwamatsu, to review.

2. Introduce the "Chaining Map" (refer to p. 243). Work on this together as a whole class activity. Begin with the cause statement:

   "Crow Boy was frightened of school."

3. Begin to have class participate in the effects. Use each bubble to explain a result. Show students how an effect becomes the cause, which in turn generates another effect (see completed example on p. 244).

4. Have the students apply this skill on their own, working with a partner, using familiar material. Some suggested stories or events are:

   A Hundred Dresses, by Eleanor Estes
   Queenie Peavy, by Robert Burch
   Swiss Family Robinson, by Johann D. Wyss
   John Muir's Quest for Conserving Our National Forest, by John Muir

(LESSON 2)

or, give situations such as these:

What is the relationship of the drought in California to the spending power of your family?

What is the relationship of the City Council's permission to allow the development of Fun World Amusement Center in Oskeegee Swamp to sinkholes?

5. Chart the information down on large paper and share the findings.

Generalization: A cause can trigger a sequence of events.

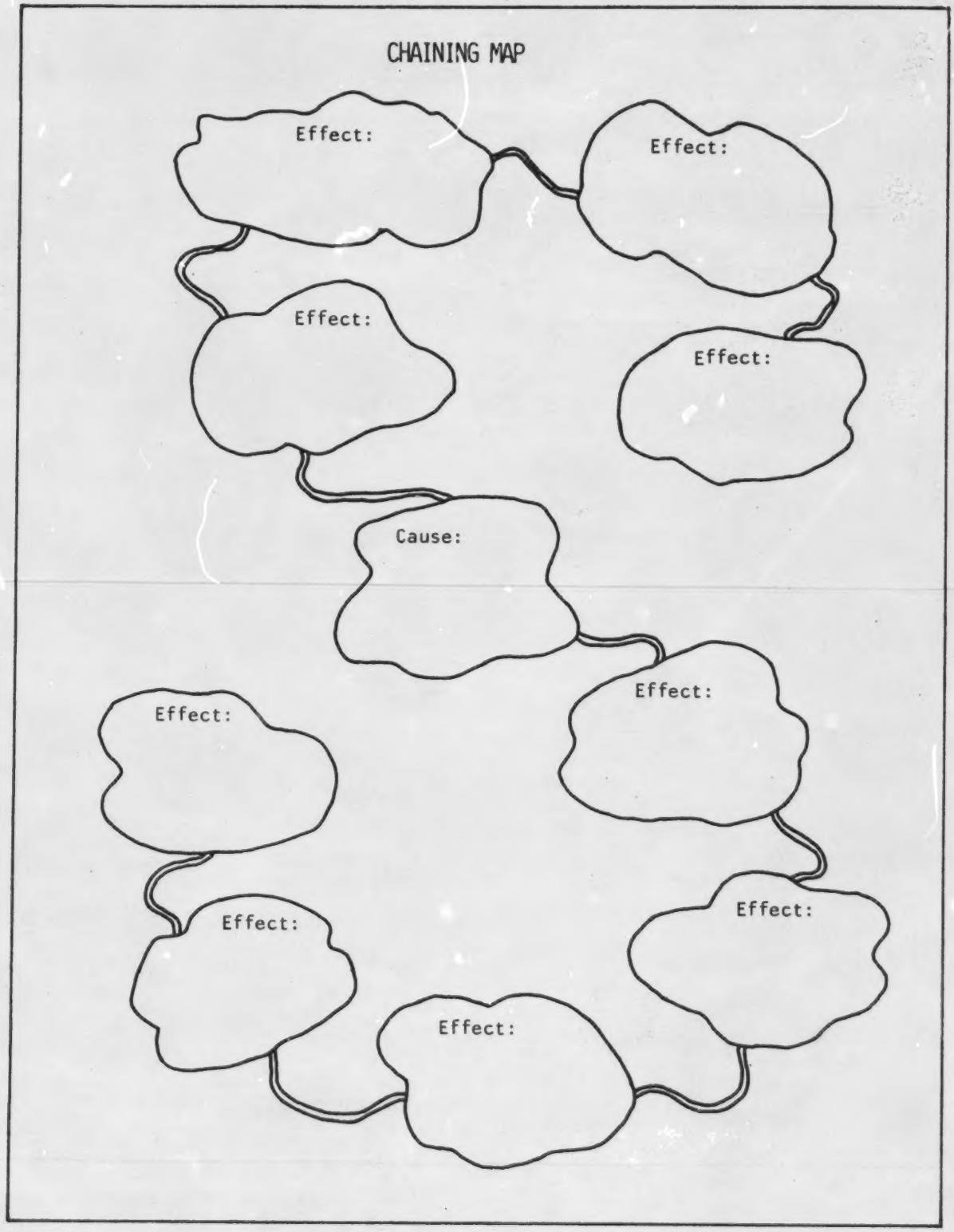
Evaluation:

1. The students usually like to evaluate each other. They should look for internal contradictions and wrong information.

2. They also should be allowed to share feelings about how this is insightful information.

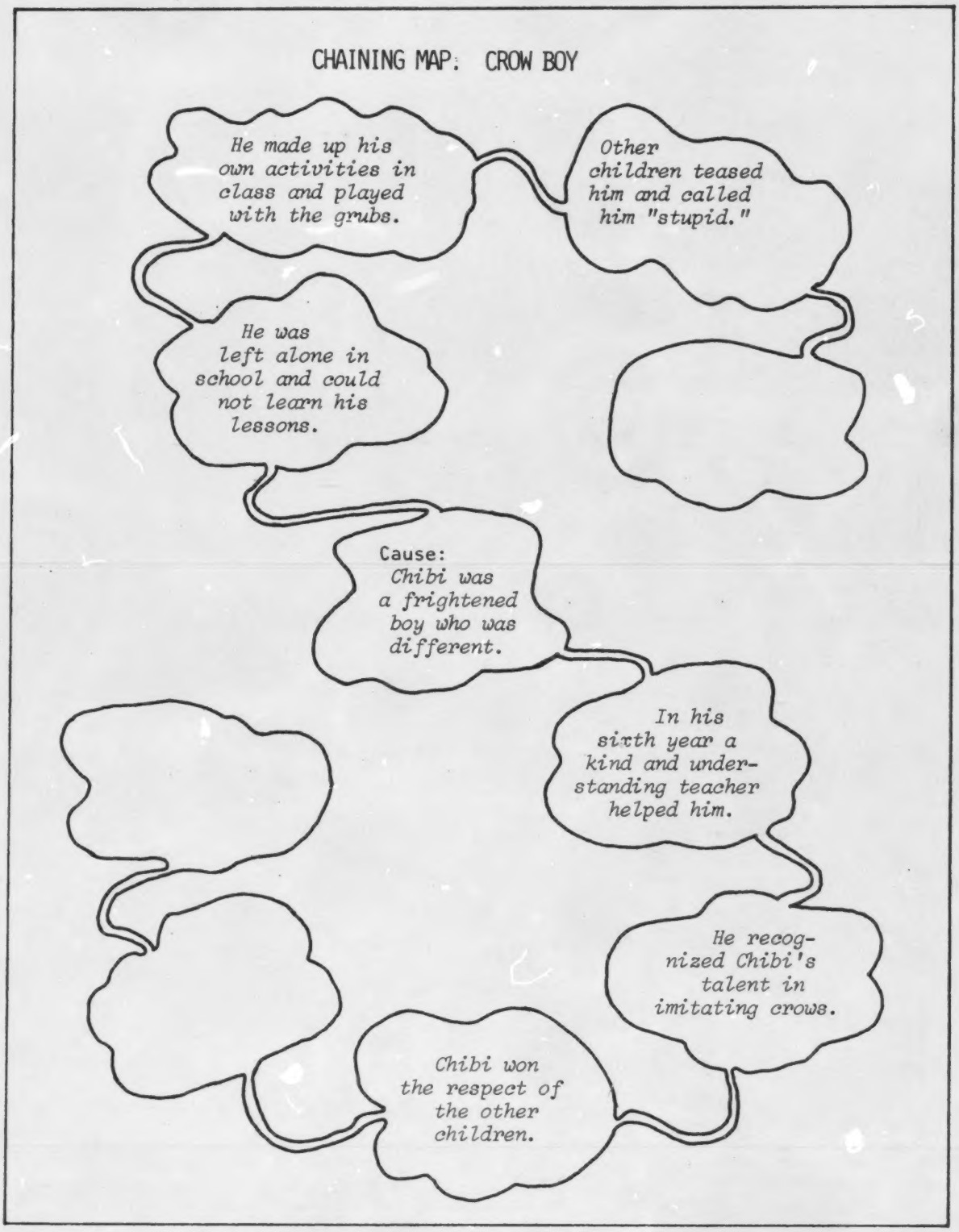
APPENDIX D

(LESSON 2)



APPENDIX D

(LESSON 2)


CHAINING MAP: CROW BOY
He made up his own activities in class and played with the grubs.
Other children teased him and called him "stupid."
He was left alone in school and could not learn his lessons.
Cause: Chibi was a frightened boy who was different.
In his sixth year a kind and understanding teacher helped him.
He recognized Chibi's talent in imitating crows.
Chibi won the respect of the other children.

APPENDIX D

LESSON 3: ISSUES - USING CAUSE AND EFFECT

Objective:

To teach students flexibility in thinking involving cause and effect relationships dealing with issues.

Entry level requirements: Able to

1. Know what issues are. (If they don't, do a quick-teach on issues.)

2. Know the technique of brainstorming. (If not, teach the technique before attempting this lesson.)

Motivation:

Read a news article that is issue-oriented. If the subject matter is too complex, make up an issue situation for the sake of practice.

(NOTE: Remember that this lesson focuses on cause and effect relationships using flexible thinking; therefore, you should not expect to see depth in thinking at the first attempt.)

Steps involved:

1. Have students read editorial on extending the school day (any other editorial with high student appeal can be substituted).

2. To activate original thinking, have the students divide up into groups of four or five to brainstorm the effects it will have. In the beginning, just have the students brainstorm all effects.

3. After three or four minutes, have the students stop brainstorming, and begin to categorize the list into positive and negative effects. Label the positive list "Pro" and the negative, "Con."

4. Have a reporter report back to class. The teacher should record on the board the lists as they are being shared.

5. The same groups will now work from the class list on the board. Evaluate the class list and throw out any idea that they feel is not a plausible response. From this list, separate the effects that affect all people, and the effects that affect mostly the student.

6. Move to the use of the "Issues" thinking map (see p. 247).

   Make a statement that shows a stand on an issue.

   EXAMPLE: Juvenile delinquents who commit violent crime should be prosecuted as adults.

   Based on this stand what are the effects? (See the completed sample on p. 248.)

NOTE: To find the effects for issues, the student will need to use a variety of resources, especially, periodicals. The librarian's aid will be beneficial here.

7. To ground this concept well, give another problem. Have each student do this alone first. Follow the steps taken with the group. Use new information. Have each student take a stand, for or against. Complete the "Issues" thinking map for just one stand taken.

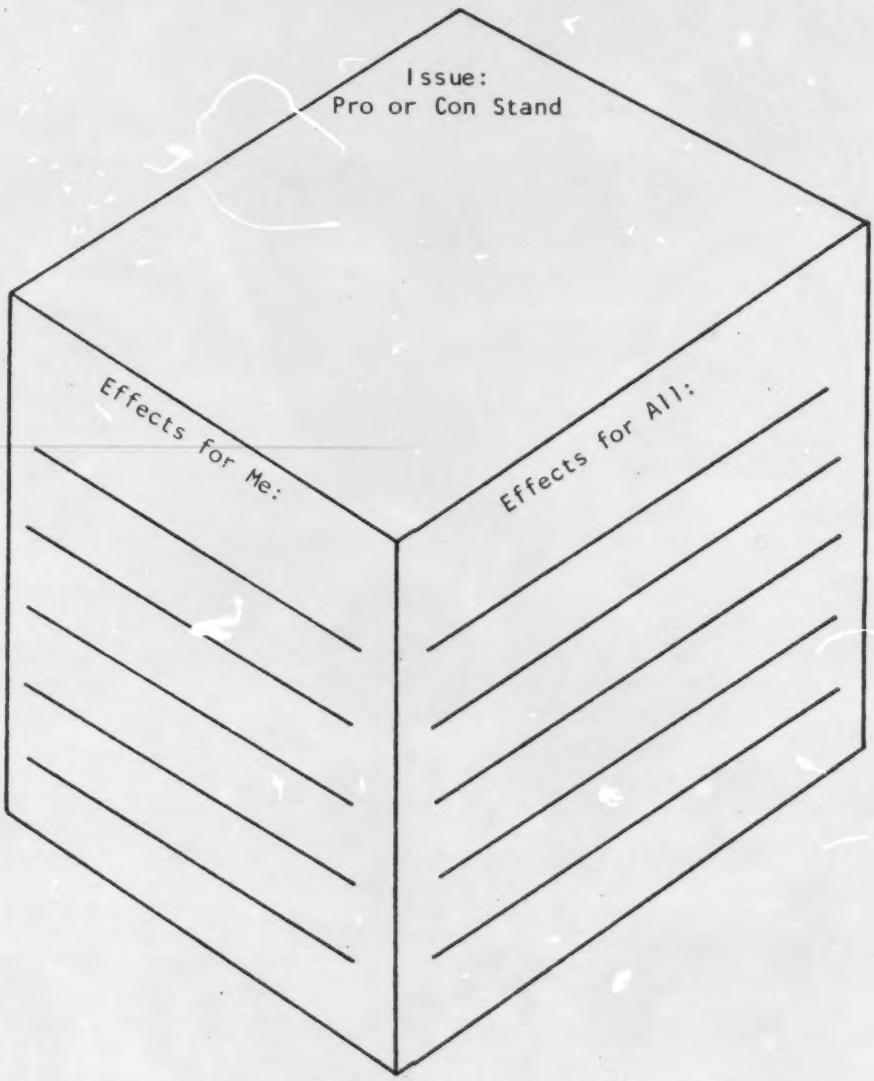
Evaluation:

The application step in #7 will show how well this skill has been mastered. The second form of evaluation is to have students respond to how this skill can help them in their personal lives.

APPENDIX D

(LESSON 3)

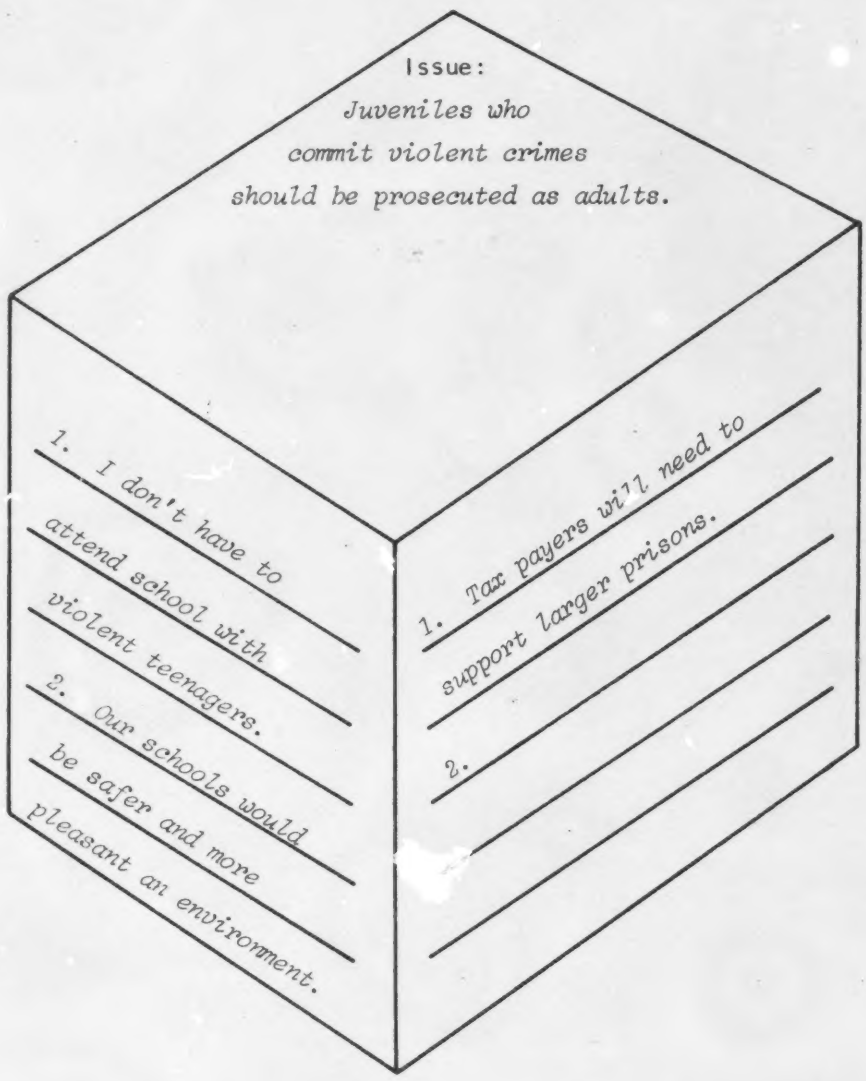
"ISSUES" THINKING MAP



APPENDIX D

(LESSON 3)

"ISSUES" THINKING MAP: COMPLETED EXAMPLE


Issue:
Juveniles who
commit violent crimes
should be prosecuted as adults.
1. I don't have to attend school with violent teenagers.
2. Our schools would be safer and more pleasant an environment.
1. Tax payers will need to support larger prisons.
2.

APPENDIX D

LESSON EXTENSIONS ON CAUSE AND EFFECT

Objective:

To teach cause and effect using different formats.

1. Use the "New Settings" thinking map on p. 250.

   To show students that the same cause can have different effects if put in a new setting, have the class do the following activity together.

   Cause: *A chemical company built its plant at the fall line of the river.*

   Task: *Using the "New Settings" thinking map, write the effects of this cause in the different setting.*

   See the completed sample on p. 251 for some effects.

2. Use the "Effects That Are Problems" thinking map on p. 252.

   To show students that solutions themselves can sometimes lead to effects that present new problems, have the class do the following activity together.

   Problem: *The students were walking off campus during the lunch hour.*

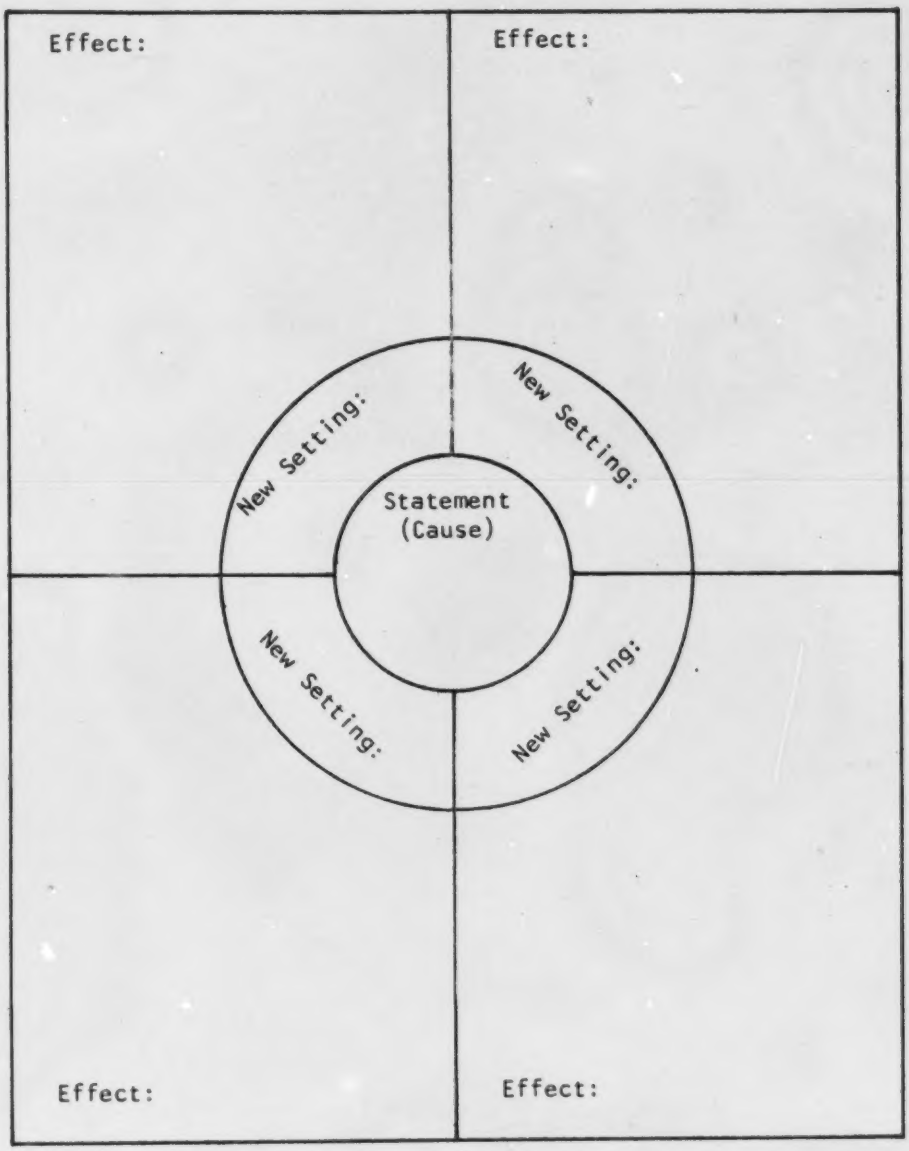
   Solution: *The school administration fenced in the entire campus - especially where the lunch wagons were parked.*

   Task: *Using the "Effects That Are Problems" thinking map, consider the possible effects of this solution.*

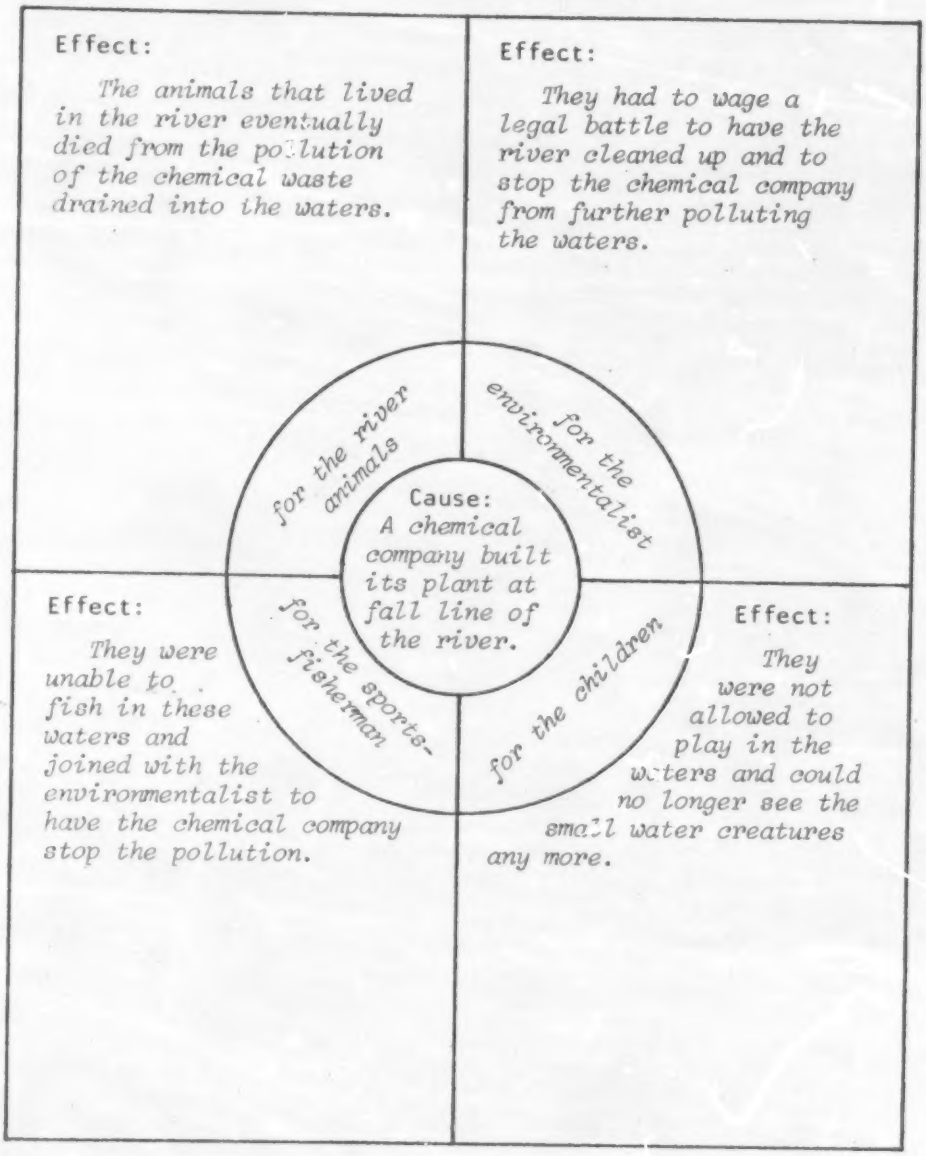
   See the completed sample on p. 253 for some effects.

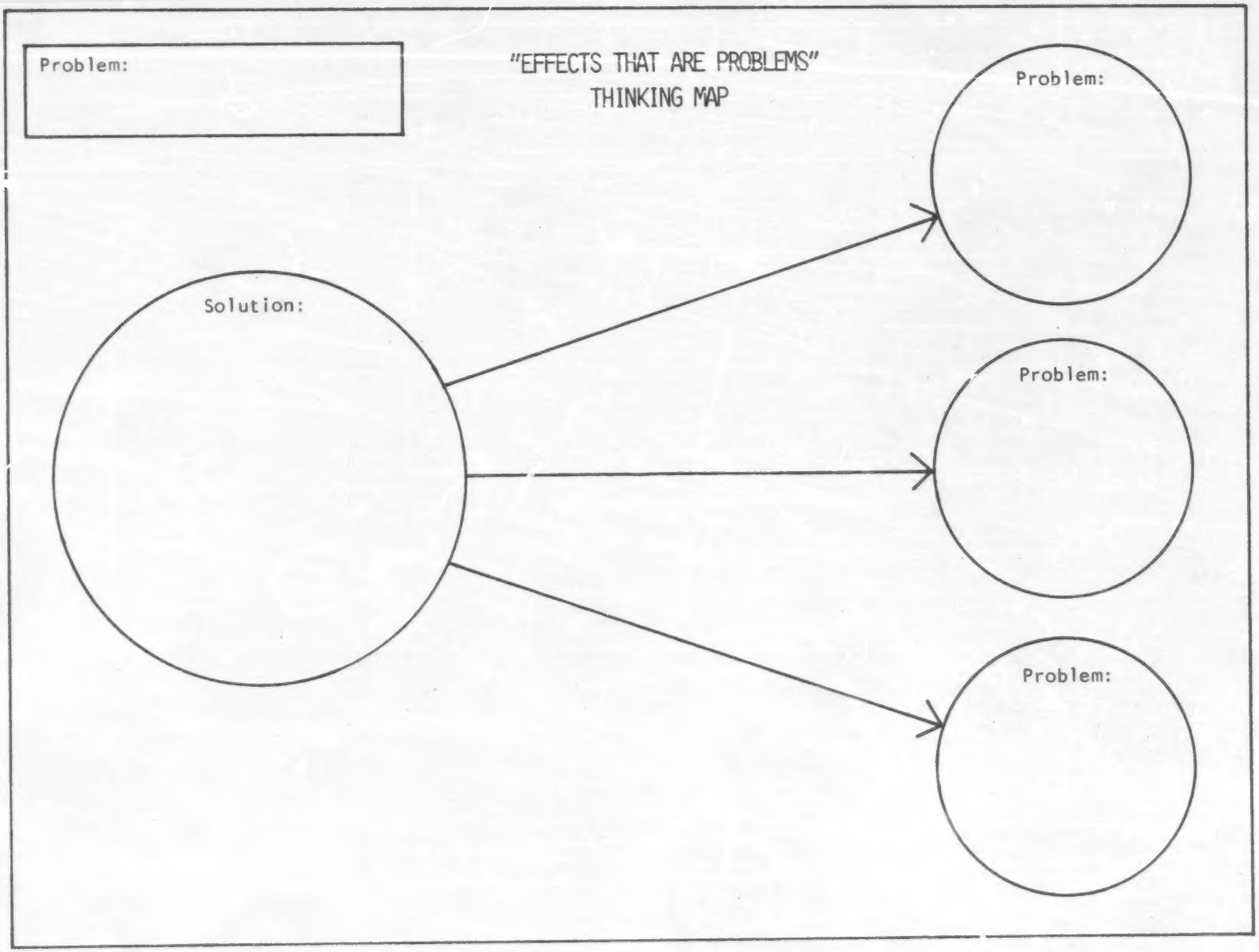
APPENDIX D

"NEW SETTINGS" THINKING MAP



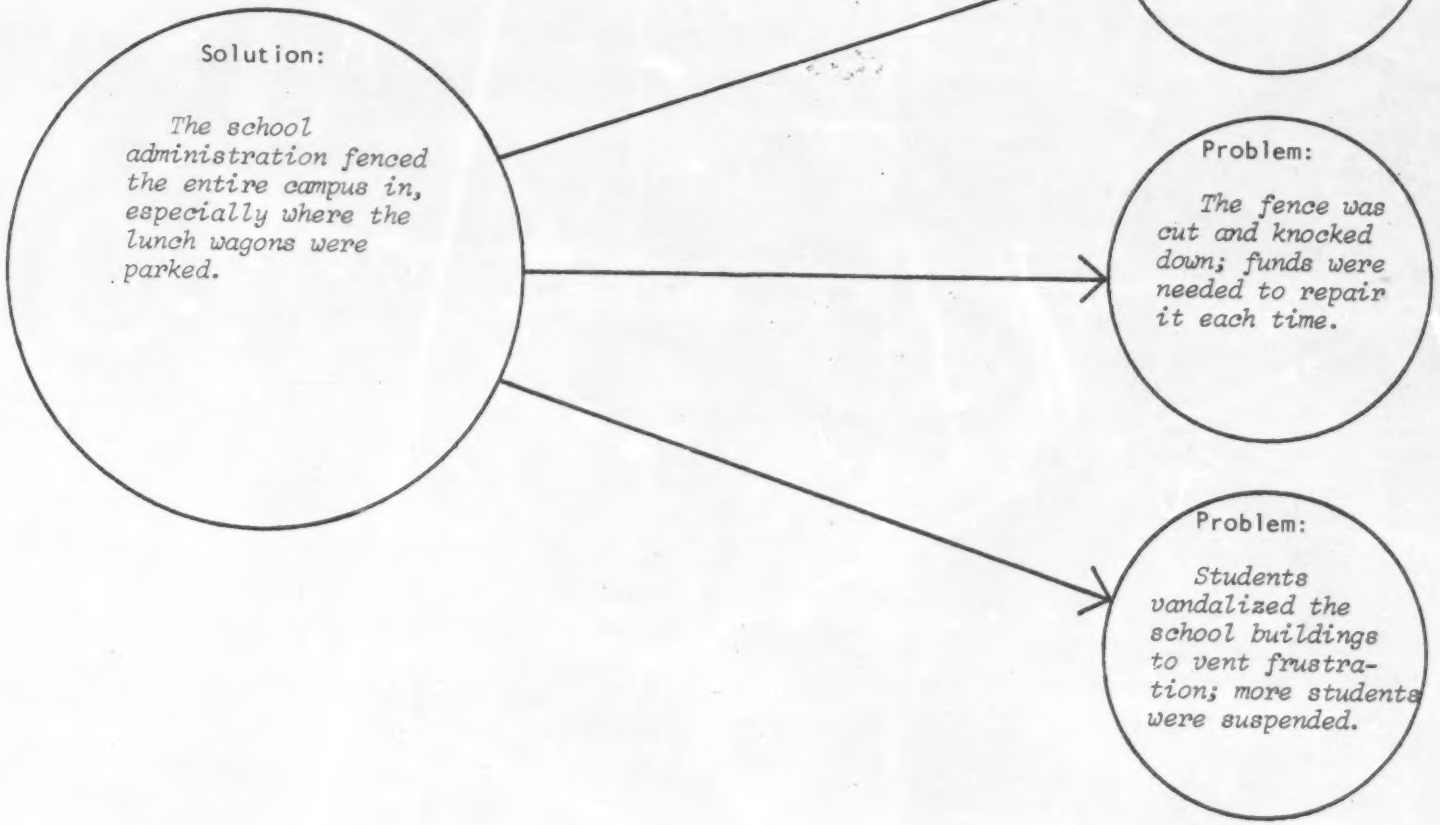
"NEW SETTINGS" THINKING MAP: COMPLETED EXAMPLE


Effect:
The animals that lived in the river eventually died from the pollution of the chemical waste drained into the waters.
Effect:
They had to wage a legal battle to have the river cleaned up and to stop the chemical company from further polluting the waters.
for the river animals
for the environmentalist
Cause:
A chemical company built its plant at fall line of the river.
for the sports-fisherman
for the children
Effect:
They were unable to fish in these waters and joined with the environmentalist to have the chemical company stop the pollution.
Effect:
They were not allowed to play in the waters and could no longer see the small water creatures any more.


Problem:
"EFFECTS THAT ARE PROBLEMS"
THINKING MAP
Problem:
Solution:
Problem:
Problem:

"EFFECTS THAT ARE PROBLEMS"
THINKING MAP: COMPLETED EXAMPLE

Problem: *The students were walking off campus during lunch hour.*


Solution:
The school administration fenced the entire campus in, especially where the lunch wagons were parked.
Problem:
Adult supervision was required because student climbed over fence.
Problem:
The fence was cut and knocked down; funds were needed to repair it each time.
Problem:
Students vandalized the school buildings to vent frustration; more students were suspended.

(OPTIONAL) APPENDIX E

The document entitled, Integrating Library Skills Into Content Areas: Sample Units and Lesson-Planning Forms, which was distributed in 1979 may be placed here. If you never received a copy and would like one, contact:

School Library Services
641 18th Avenue
Honolulu, Hawaii 96816
(Phone: 732-1402)

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